

CHILDHOOD EDUCATION

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The School Year 1929-30

EACH school year brings to progressive teachers, administrators and Boards of Education new activities to carry forward and new problems to solve. This constant movement in the educational situation stimulates effort and inspires the worker to be constantly alert in approaching both old and new situations. It is well at the beginning of the school year to stop and think of the work ahead and to evaluate in general terms its worth to the community.

In the light of this evaluation we extend to the classroom teacher, in the field of nursery—kindergarten—primary education, our hearty congratulations as she returns from her vacation renewed physically and mentally and ready and eager to guide the children in her classroom. She is to be congratulated because, as never before, the value of her work to the community is understood and appreciated and because her opportunities for creative work are becoming greater each year. Through her practical application of modern methods the educational world is looking for the successful solution of many problems in child guidance.

Training teachers of today have the good fortune to be teaching at a time when research is giving them a wide fund of knowledge and many technical aids to help them prepare their student teachers for the teaching profession. In addition the importance of teacher training is today widely understood and highly valued.

Administrators are to be congratulated because their problems are becoming more varied and more difficult due to the increased understanding of the importance of the work done in this field of education. These added responsibilities and perplexing problems stimulate and inspire the administrator to greater effort and hence bring greater joy in the work accomplished.

To Boards of Education we offer our congratulations because they give to the schools opportunities for greater service and interpret to the school people the voice of the community. A great opportunity for service not only for this generation but for the generations to come.

To all those interested in the success of our Journal, *CHILDHOOD EDUCATION*, we offer congratulations because of the many interesting and difficult problems to be solved during the coming year in both financing its publication and in determining its educational policies. A stimulating project and one that demands from each and all of us who are interested in carrying forward this undertaking our uttermost efforts.

The International Kindergarten Union enters the new school year with confidence and eagerness to do its share in making this year a profitable one in the field of early education.

MARGARET C. HOLMES,
President, International Kindergarten Union.

CHILDHOOD EDUCATION

For the Advancement of Nursery—Kindergarten—Primary Education

Vol. VI

SEPTEMBER, 1929

No. 1

The Unadjusted Child and School Entrance*

BURTON M. CASTNER AND KATHARINE BACKES

The Yale Psycho-Clinic

FOR the child who has failed to get off to the best possible start in life, entrance to school constitutes a high and difficult hurdle. This is true not only of the "problem" child of the pre-school age—the unstable, unadjusted, poorly trained—but also of the child, relatively well adjusted to the requirements of a limited home environment, who is yet unprepared to meet the new and difficult situations which even the kindergarten, flexible though its methods be in theory, imposes on him. It is true, and fortunate, that most children come through this stage rather well, and pass on to the grades ready to meet the increased responsibilities they find there. It is equally true that many of them carry away from this first school contact personality handicaps which persist, often into adult life, and which

prevent them from ever achieving the degree of success to which their fundamental capacities entitle them.

To recognize these problems in their early stages and to take immediate steps to deal with them should be a recognized function of the kindergarten. It is, however, a function that cannot be

fulfilled if the kindergarten is regarded and administered—as is often the case—simply as another schoolroom, more flexible in its program of activities, less demanding in its results, but nevertheless dealing with its charges in the mass, laying down almost the same rules as to attendance and conduct that are held

to at the higher levels, and subordinating the needs of the individual child to the requirements of satisfactory group routine.

Under these conditions it is only the more difficult type of problem case that ordinarily stands out sufficiently to receive any degree of special attention. The milder

"Rachel herself presented the picture of a completely unstabilized child, used to dominating those about her, and forcing herself into the center of every situation."

Before attempting to handle a behavior problem,—we look to its origin. How often is environment or the behavior of a grown-up the direct cause of a child's behavior outburst?

Is Rachel a problem child?

*Read before Section Q. American Association for the Advancement of Science, December 27, 1928.

personality problems, which can usually be recognized and at least partly overcome at this age much more readily than later in life, are too often permitted to continue, without any special consideration. The timid or the dependent child, the sulky child, the domineering, attention-seeking child, the disobedient and the inattentive, may create mild problems in discipline, but they can usually be made to conform sufficiently to permit the set program to go through, and to allow of their being sent on to the grades at the end of the year. Yet many of the serious problems that arise in the grades could be avoided by giving more individual attention to such children while they are in kindergarten. The comforting thought that such mild problems will eventually be outgrown proves in too many cases to have been unjustified.

The amount of special attention needed to deal with the types of problems mentioned varies greatly. Some yield readily to simple, indirect methods, carried out in connection with the regular group work. Others, more complex, call for detailed study and very special methods of handling, frequently calling for removal from the group for more or less extended periods, or for work in smaller groups of two to five or six children. Few of them can be met adequately in the usual kindergarten class of thirty to forty—or sometimes fifty to sixty.

The case which is to be outlined here was deliberately selected because, although the problem is certainly an exceptional one, in degree, it is one which the kindergarten itself should be in a position to handle. Moreover, it contains within itself a complex of problems which are met with individually in other cases, and the general principles involved in meeting it are capable of wide application. Most of the problems which the kindergartner is called upon to meet will yield much more readily and to far milder methods.

Rachel C. was five years and eight

months of age when she was first brought to the Yale Psycho-Clinic. Late in September of the second year she had been entered in kindergarten. Her experience during the first year had lasted just about eight weeks, at the end of which time her mother, at the request of teacher and principal, had withdrawn her. Social adjustment had been very poor, and she had lacked adequate motor control, stumbling and falling about the room. At all times it was difficult to get any coöperation or even attention from her, as she almost invariably insisted upon doing what she wanted to in her own way. When balked she sulked, or scolded the teachers, uttering absurd threats. She occasionally adjusted in the games, but in no other part of the group program.

The crisis came when the children were given the Schick test, which seems to have been rather crudely handled. Rachel met the first injection favorably. At the second the sight of the nurse caused violent crying, resulting in vomiting, and a struggle in which she pushed and kicked everyone away from her, so that it was necessary to have her mother present to hold her. After this she refused to give any coöperation, or even to remain in school, without her mother. The mother came daily, and all Rachel's activities were centered about her, no attention being paid the teachers. The third injection involved a monumental struggle, and was followed by worse behavior than ever. The situation was too disturbing to be continued in a class of sixty children, and her removal quickly followed.

A year later she was again entered. The same struggle took place, the same insistence upon the mother's presence, the same lack of response to all efforts to gain her coöperation. The vomiting which had occurred once the year before had been developed as a weapon since, and, as she was sent home the first time it took place in kindergarten, she repeatedly resorted to this means of escape. At the end of

three weeks the teachers again gave up, and advised the mother to bring her to the Clinic for examination and guidance.

It was a hopeless and discouraged mother who brought her child to meet the appointment. Rachel's difficult behavior had by no means been confined to the kindergarten. At home, too, she was disobedient and domineering, enforcing her demands upon the rest of the family by means of violent temper outbursts, and the threat of vomiting when blocked, so that by this time she almost invariably succeeded in getting her own way. Several childhood illnesses had resulted in over-attention and over-care, and the mother was just then in the stage of blaming herself for not having realized that, as she supposed, much of the difficulty had been due to trouble with tonsils and adenoids, which had recently been removed.

Rachel herself presented the picture of a completely unstabilized child, used to dominating those about her, and forcing herself into the center of every situation. During the whole of the first visit she remained close to her mother, clinging to her much of the time, resisting advances by members of the Clinic staff and flashing malevolent glances at them from beneath lowered brows. Posture was poor, her head hung down, and her feet dragged as she walked. Her voice was husky, and speech was so slurred that it was frequently impossible of comprehension. The guidance nursery, a playroom usually effective in overcoming dependency, called out some play activity close to the mother, but led to no improvement in her responses to members of the Clinic. It was noted that the child was making constant demands upon the mother, which were usually obeyed without objection. There seemed little prospect that the problems here would yield to ordinary methods, but the mother was given encouragement and suggestions for improving the home behavior, and was asked to bring Rachel in again in a few days.

Our impression at this time was of some degree of developmental retardation, though not of actual mental defect. Psychometric examination at a later date showed that she was, in fact, slightly more than a year retarded. Here was one handicap which had not been taken into account when she failed to adjust in kindergarten, and one of vital importance in devising methods of meeting her problem.

The next two or three visits, lasting from one to two hours each, and coming at intervals of twice a week, brought about improved adjustment to the Clinic and to its members, as long as the mother was present in the room. Brief separations were attempted, but the response was invariably a stormy temper outburst that lasted until the mother's return. By the end of two weeks no appreciable progress had been made through these attempts at gradual conditioning, and it was determined to resort experimentally to more drastic methods. Reasoning and argument were entirely useless, and it was felt that the child must be forced to meet situations in which she could not have her own way before the case could be advanced.

It was arranged that for a week or two almost daily visits should be made, lasting from an hour to an hour and a half. At the first of these, after due warning, Rachel was left with the guidance worker, while the mother left the room, taking her place in an observation alcove where she could watch the proceedings without being seen. Rachel's response was a stormy one, as had been foreseen, and for a time it was necessary to hold her forcibly to prevent her from rushing out of the room. The struggle was managed by the guidance worker in as quiet and matter-of-fact a way as was possible, and with every precaution to avoid injecting new emotional factors into the situation from her side. After the initial struggle, Rachel sat sobbing and crying for the better part of an hour; it was observed, however, that this

was at its worst when she remembered that she was being watched, and that several times she forgot herself and showed momentary interest in what was going on about her. These facts, together with the mother's later report that no emotional after-effects had been observed at home, encouraged the continuance of this method of handling, which was done for several consecutive days. The same thing occurred each time, with diminishing intensity, the mother's return never failing to bring about complete readjustment, while the child never seemed to hold any resentment toward the Clinic or toward the guidance worker after she was with her mother again. Suddenly, about a week after the experiment was begun, she executed a complete about-face, and demanded that her mother leave her alone in the nursery—her old habit of dominance again, but directed toward more suitable ends.

It now seemed desirable to introduce the child into a group situation with others of about her own age, as an intermediate step toward reconditioning her to the larger kindergarten group. At first she held aloof from these other children, resisting attempts to draw her into group activities. Little attention was paid to her at such times beyond occasional quiet suggestions that she take part, and by the end of two more weeks she was not only joining in the play, but initiating and directing much of it.

In the meantime, through repeated conferences, coupled with observation of the Clinic's methods of handling and its results, the mother had been given an entirely new attitude toward the question of discipline, and renewed confidence in her ability to manage the child. She proved thoroughly coöperative in trying situations, and her reports at this time were of greatly improved behavior in the home. In talking with Rachel, frequent references were made to the fact that she was to return to kindergarten before long;

and, although she had always refused to talk about this, no attention was paid to her unresponsive attitude. She had first come to the Clinic during the last week of September; toward the end of November it was felt that she was ready to re-enter kindergarten. Her adjustment this time was prompt and complete. Posture and general health were better, the shuffling and stumbling about was a thing of the past. The slurred speech was disappearing, and her usual attitude was one of somewhat boisterous satisfaction with everything. She was not completely stabilized—much remained to be accomplished so that she would fit smoothly into the routine, but what remained could be, and is being done in the schoolroom. We had recommended still another year of kindergarten, partly because of her mental retardation, but she did so well during the remainder of the year in question that she was thought to be ready for the first grade the following year, and was promoted. Her progress through school will be slow: the matter of not forcing her beyond her abilities is one that must be always considered; but her general adjustment is satisfactory. Mild recurrences of the former difficulties were promptly met by the teachers who by now understood her better, and were quickly disposed of. She is no longer a conduct problem in the home, and she gets on splendidly with other children.

Relatively few cases of problem behavior as marked as this are likely to come up among kindergarten children. There are exceptional cases, of course, which call for special medical or psychiatric guidance, and psychological advice should be available for as many cases as possible. Nevertheless, it seems that the kindergarten should be in a position to handle such problems as this one. In a classroom of sixty children, with the requirement of regular full-time attendance, it could not, of course, be done. Yet a special guidance kindergartner, without

the responsibility of keeping so large a group at the routine work, might have taken charge of the problem at the time when it first manifested itself, and straightened it out much more quickly than we were able to do at a later date, after it had become firmly established. Nor need she have lacked time to give to other cases calling for special handling;

our guidance worker, at the same time this case was being worked out, was seeing from fifteen to twenty other children in the course of a week. In the course of a year, one special guidance worker, working with the regular kindergarten teachers, should be able to aid the adjustment of exceptional children in several kindergartens.

Childhood Education's New Year

Beginning with the September number, CHILDHOOD EDUCATION is being published by the International Kindergarten Union, 1201 Sixteenth St., N. W., Washington, D. C., in cooperation with the National Council of Primary Education and the National Committee on Nursery Schools.

Policies followed in the past will continue. The magazine is for the advancement of Nursery-Kindergarten-Primary Education. It offers material of practical value to classroom teachers,—it offers an outlet for research which can be transposed into daily classroom work,—it offers inspiration for supervisors of teachers and for instructors in teacher training institutions.

As a purely professional, non-profit making magazine, sponsored by leaders in Nursery-Kindergarten-Primary Education, CHILDHOOD EDUCATION is making a definite contribution. Cooperation from all interested in this field will be welcomed. This cooperation could include contributions, subscriptions and advertising.

This Is Your Magazine

Bibs for the Nursery School

ERNESTINE CHUBB

U. S. Bureau of Home Economics

CHILDREN who attend nursery schools usually eat one or more of their meals there as part of the daily schedule. Any one who has observed or assisted at these meals is aware that bibs may do much to hinder or help progress. The use of napkins is taught as early as possible, but the very young children must have bibs.

Unfortunately, the bibs now on sale are not adapted to nursery school use. One of the principles of such a school is that the child shall be encouraged to do as many things as possible for himself. It is, therefore, rather inconsistent to furnish any article which he cannot manipulate, but this is often the case with the bib. The usual types have a string which must be tied at the back of the neck or a fitted strap to be buttoned on one shoulder. Neither

of these can be satisfactorily fastened by the child who is wearing them. Tying is one of the most difficult methods of fastening for children's fingers to accomplish and one of the last to be learned. The bibs that button on the shoulder are almost as troublesome to manipulate. The child must hold the strap in place while

buttoning it; and, if the bib fits snugly around the neck as it should the button and buttonhole are so placed that the wearer cannot see what he is doing as he struggles with the fastening. In some schools the children are encouraged to fasten each other's bib, but usually this results in more practice for the child who is efficient and less for the one who really needs the training.

As part of its work on children's clothing and appropriate uses for cotton fabrics, the United States Bureau of Home Economics has developed several designs for bibs suitable for use in nursery schools. These were made up in different fabrics and with the cooperation of Christine Heinig of the Washington Child Research Center and Nina Kenage of the Mary Crane Nursery in Chicago, each type was observed in



FIGURE 1
Adjusting the bib with cord and rings.
Dimensions 12 x 18.

actual use by the entire group of children for a period of two weeks. The first day the children were shown how the bib was to be adjusted and removed. After that, each child was left to manipulate his own with only a little verbal encouragement.

One design, similar to an all-over apron, is shown in Figure 3. The neck line is

made high in front in order to fit snugly under the chin, and the back is cut with a V deep enough to allow the garment to slip easily over the child's head. The edges are bound with bias tape. The tape is formed into loops at the sides for fastening over buttons sewed on the edge of the garment. This makes an apron with no wrong side and eliminates one problem that confuses the small child. The type of fastening is not difficult to manage, and both button and loop may be pulled around so that they are visible to the wearer. This apron bib is easily adjusted by even the youngest children and is fairly satisfactory. Its one disadvantage is the definite front and back. This feature is often disregarded by the children, and some appear at the table with the V in the front and the back of the neck safely covered!

The second type recommended is shown in Figures 2 and 3. This bib was evolved from a more complicated but similar design that is in use in some schools. The original had shorter straps which crossed at the back and were sewed to the bib at each side. This design formed three definite openings which were too confusing to be mastered by most of the children, even after a week's trial. When the straps were lengthened so that they reached in front and a buttonhole and button supplied, the problem was much easier.

This bib is bound with bias tape and also has no wrong side. The button is sewed on the edge of the strap and both straps have rounded ends. It was found that square corners got in the way of the button to such an extent that they were fre-

quently pushed through the buttonhole ahead of the button. The straps must be just long enough to go around the child's waist or otherwise the bib does not fit snugly at the neck. They should be tacked together at the back in only one place, allowing an opening just large enough to slip over the child's head. This simplifies the adjustment of the bib as it is then immaterial whether the straps are crossed or not before being brought around to the front. The chief objection to this type of bib is that when it is first put on, the straps hang down the back and are a little hard for the child to reach.

The third type illustrated in Figure 1 is simpler to make and is more satisfactory from the standpoint of manipulation than either of the other two. The bias tape with which the neck is bound is extended to make 18-inch cords. Each cord passes through a small eyelet on the opposite side of the neck. The eyelets are large enough to allow the cord to slip easily. A small brass or ivory ring is fastened to the end of each cord after it has been put through its respective eyelet. After the bib is in place a pull at the rings brings it up tight around the neck. Then if the cords are thrown back over the shoulders, they are out of the child's way and form a lock which holds the bib firmly in place. The children had very little trouble in getting both cords over their heads and enjoyed the game of pulling the rings.

Oilecloth and waterproof materials are very satisfactory for aprons to be used when the child is painting or working with clay, but a soft absorbent cotton fabric, such as ratiné or heavy cotton crepe, is desir-

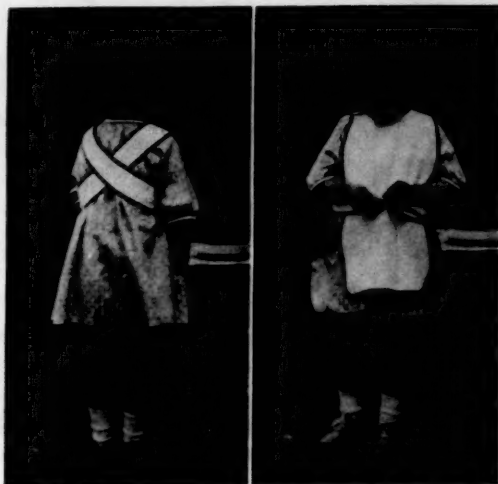
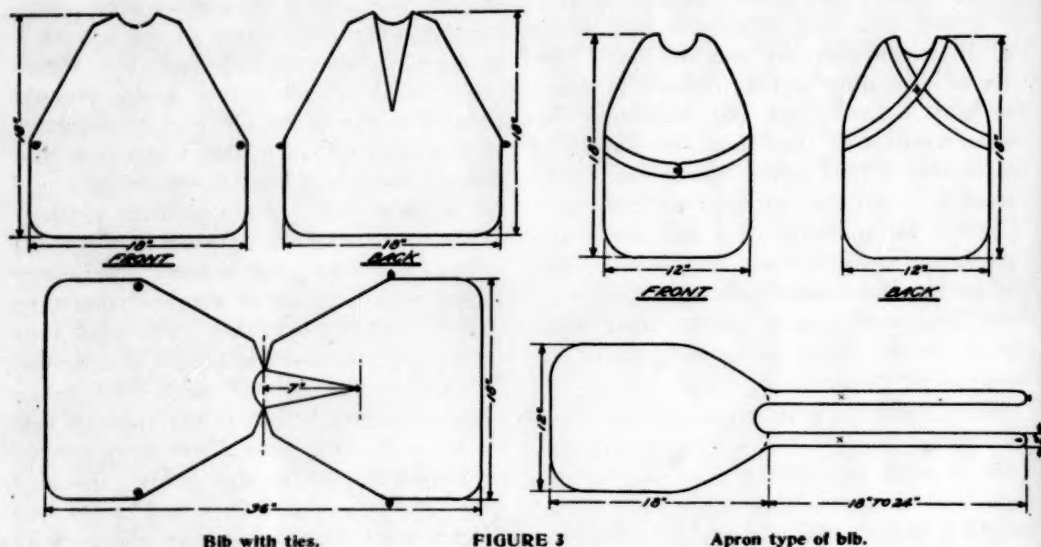


FIGURE 2
Adjusting the bib with straps.

able for bibs. These fabrics have a tendency to hold food spilled on them and yet are thick enough to keep it from soaking through on the clothing. Both materials are easily laundered and do not require ironing. Very colorful effects may be pro-

duced in the school by making the bibs of crepe in pastel shades or by binding white ratiné bibs with bright colored bias tape. If facilities for ironing are at hand, such fabrics as osnaburg, unbleached muslin, or cotton suiting may be used.



Next Month

Reports of the Elsinore and Geneva Conferences.

An Unpublished Chapter of the Twenty-Eighth Yearbook.

A New Information Test for Young Children.

Suggestive Uses of Art and Construction Materials.

The South's Interest in Kindergarten Primary Education*

LUCY GAGE

George Peabody College, Nashville, Tenn.

MANY contrasting and conflicting points of view of the South and her thinking enters into a fair consideration of this question of Childhood Education. One reads John Crowe Ransom's article in the June *Harper's*—"The South Defends Its Heritage" and gains one view point. One reads Edwin Mims' "Advancing South" and gains another point of view of our changing South. Picking up the July *Mercury* the eye falls upon the "The Kindergarten Soars" by Grace Adams and Edwin Hutter commending the good ways of caring for the young child in the Old South. Opening the July *Century*, one comes upon "Slavery in the South Today" by Winifred Kirkland, showing how high a price we have paid for leisure in the South.

Relating these widely varying view points of current literature to interest in kindergarten-primary education, one is constrained to ask—What place has the young child in the "Changing South"? What interest is the "New South" taking in the cause of Childhood Education?

Much is being said and written about the heritage of leisure in the "Old South" giving way to the new industrialism with its emphasis upon commercial ratings rather than the "Art of Living."

Very little is being said about these joltings affecting our schools yet we know that there is a marked awakening in every part of the South to the realization that not only bank clearings but clearings of our educational plants, while less tangible are even more far reaching. The public

schools of the South are younger than in most parts of our country due to many underlying causes. The South of the past has been essentially feudal and rural. Its large open spaces sparsely settled, its plantation life with its negro labor and tenant farmer, all were contributing factors. Certainly the younger children of "the big house" had no place in any educational plan beyond the kindly and sometimes domineering care of a "Negro mammy". The children of the laborers were allowed to grow much as the particular existing conditions would permit and this was by no means always unfavorable.

Little by little this large acreage of the old plantation life is being broken up into smaller farms. Industries are not only creeping in but being openly invited and welcomed by Chambers of Commerce. Streams are being harnessed and power captured. The South has its mills and its mill towns and their accompanying labor problems. Commercially the South is growing its large urban centers and the pressure of industrialized power is felt as well as a new material prosperity.

To say all this shifting of values does not affect our educational thinking and color our outlook would be nonsensical.

SOCIAL LIFE AND EDUCATION

There is much for us to understand in the South's social experience of the past that influences present day thinking also.

Let us stop for a moment and gather a few high lights.

The South torn from her old moorings and social security of the ante-bellum days

*Address given before N. E. A., Atlanta, Ga., July 2, 1929.

was precipitated into a social and economic chaos, into a poverty that had to be lived to be understood.

High spirited and full of pride, she faced her condition squarely. To bring order out of this state of confusion, to pick up the remnants and begin to build anew, took supreme courage and supreme faith. It took both imagination and vision to realize that education was the one great means to grow a new civilization. Many realized fully what a slow growth it would be, for all real things that sustain themselves must strike deep roots that are hidden and intangible. So while the surface crudity has not always shown what was happening below the subsoil educationally speaking, there has been a sturdy foundation built for the on-coming generations to erect the finest educational edifice that America has yet seen.

With increasing interest and increasing social consciousness it is no longer a personal question of what I want my child to have educationally, but rather what is right for all growing boys and girls to have in all the Southern States.

Today the South is assuming full responsibility for educating her boys and girls. This responsibility must not exclude the young child.

It has been ever true that the age nearest our own mature development has been our first concern. Consequently the adolescent was of first significance educationally. Academies and seminaries flourished before the public schools began to supplant them. Childhood education was almost wholly thought of in terms of growing youth. Schools were more frequently than not in charge of the local rector or minister whose parish thus helped to eke out his meager salary as a church leader. The church leaders and school leaders were often one and the same. As the more individualistic thinking about education emerged into a larger social mindedness, as the integrity of the state began to be regained socially and economically, the

public school system was inaugurated, supported by state and local funds and for a time was supplemented by resources from such philanthropists as George Foster Peabody and others interested in the rehabilitation of the South.

OPPORTUNITIES FOR YOUNGER CHILDREN

The four and five-year-old child was not included in the early day public schools of the South. The primary school often received children varying in age from seven and eight to fourteen and fifteen years of age for the one purpose of learning to read, to write and to figure. It was wholly a practical matter of getting ready for the tools that would be used later during the pre-adolescent and adolescent growth level. Today we find our southern "Association of Colleges and Secondary Schools" continuing to be one of the strongest forces in southern education, and predominates the thinking of many of our school administrators.

With closer communication by crossing and recrossing the artificial lines so closely drawn between elementary and secondary education there will emerge a finer and clearer understanding that the problem is one, from the nursery school child up through the college. Everywhere there is emerging a new interest in elementary education. Gradually on our southern horizon there are hopeful signs of a new day for the kindergarten, primary elementary school child.

A new responsibility for the younger children is seen and felt in two directions—better elementary school buildings—better provision of space, light and air for the little child, better prepared elementary teachers. The calls come to Peabody College in increasing numbers for college graduates to teach nursery, kindergarten and primary schools of the South.

As the state income increases by leaps and bounds, as finer provision is being made for elementary school buildings as well as secondary school housing, as pro-

vision is made for better State Teachers Colleges to train better elementary teachers, we find ourselves at the doorway that opens into the pre-school child field of education.

Surely our State Teachers Colleges can no longer ignore the widespread interest in the pre-school child education courses. Many are giving fewer methods courses in subject matter. They are directing more attention to an understanding of childhood. A laboratory set up for the study and analysis of first hand responses of the young child, not yet inhibited, not yet too greatly influenced by adult patterns of behavior, is fundamental. There should be a pre-school laboratory in every State Teachers College in the South.

The entire elementary school practices will be modified and enriched when teachers have the opportunity to have more content experiences to guide children's eager curiosity and live learnings.

In Raleigh, North Carolina, in Greenville, South Carolina, in many experimental centers arising in the South in public education, we find the primary teacher being given her chance to demonstrate the worthwhile activities of science, industry and art as well as English. This is by no means confined to the early elementary grades. We find as we reach farther and farther back into the life of the young child and understand him and know how to guide him that we have gained an equipment for better teaching of all elementary school children—yes and the adolescent and college student as well.

A plea here is made for nursery schools and kindergartens to become integral parts of our Teachers Colleges in the South as laboratories of genetic psychology to study human behavior and to trace subject matter content from its source in child questions and child responses.

Strange to say, our greatest hope to bring this about seems to rest in the younger generation of parents—the fathers who served over seas, the mothers who car-

ried on independently have broken through certain provincialisms of thought and custom. These younger parents neither ignore their children nor sentimentalize over them. The college trained, thinking parent is equally interested, seeking and demanding not only the best for his own child but for all the children of the community. These parents want to become intelligent about the nursery school, the kindergarten, the more informal primary school. The nursery school and the kindergarten have been confined to our cities not only in the South but in other parts of our country. Here in congested centers, social conditions have forced the public to consider the younger child and his education. Two exceptions might be cited in the states of Wisconsin and California where the small town, as well as the large city, has its public kindergartens. These two states it will be noted have generally a forward-looking school system throughout. Indeed the public-mindedness of these states for public welfare, including education, is outstanding.

THE UNIT OF EARLY GRADES

We must begin then to build in the South a new conception of childhood education, thinking of the period of four to eight as one psychological unit.

Early elementary education including the kindergarten and early grades is also one unit with no sharp divisions or lines of demarcation. We are learning to look upon the education of the young child as an asset or the lack of it as a liability to the welfare of the state. The young child must not be made the center of a worshipful cult nor again must he be ignored but rather must he receive the respect that is due an embryo citizen. His very immaturity has been his undoing. The care and protection of the mature for the immature human has fostered some of the finest ideals of parenthood, but when parenthood selfishly hugs to itself the right to think and feel and live for their young off-spring, it is time that a clearer per-

spective be made possible for the parent by the separation of the child from the home for a part of each day. The kindergarten provides for this as well as gives the child the opportunity to meet with a group of his equals, something that family life cannot give him. Here he receives no patronage, no talking down to but is respected for what he is and helped through trained guidance to use intelligently the powers that are his at four and five years of age. Here he learns to care for himself, to keep out of other people's way, to express ideas with flexible materials, he learns to care for these materials, he is helped to habits of orderliness and cleanliness.

No longer is the kindergarten thought of as refuge of the under-privileged child nor the special-privileged child. It has attained dignity educationally. It has come to be respected as an integral part of the public school system.

It may degenerate into a place of amusement and a place to tend children, when the teacher in charge has no professional qualifications. In the South, this type of a day home for children is often called a kindergarten. Wherever the kindergarten is not legalized as a part of the public school system this can easily happen, any one may open a school for small children and call it a nursery school or a kindergarten.

KINDERGARTENS IN MISSISSIPPI

The South's awakening to this pseudo kindergarten is evidenced by the discrimination shown on the part of discerning parents.

A recent study has been made of kindergartens in the State of Mississippi showing by the state census 26,236 negro children of five years of age with only two kindergartens for negroes in the State both under parochial supervision. The state census also shows 23,641 white children of five years of age with nine kindergartens. The legal school age in Mississippi is from 5—21, with no provision

for kindergartens in the public schools; consequently children are entering the first grade at five years of age. And here there seems to be a confusion as to what the kindergarten means among school authorities. Many report kindergartens where five year old children are enrolled when in fact it is a well developed first grade teaching formal reading, writing and number work. On the other hand, the South had one of the most outstanding kindergarten training centers in America during the early 90's located at Louisville, Kentucky. Two outstanding leaders were in charge here—Annie E. Bryan who died during her early professional career and her successor Patty Smith Hill now of Teachers College, Columbia University, both of them superior southern women with vision, courage and the ability to execute. Today as a result Louisville remains one of the strongholds of public school kindergartens in the South. Savannah, Georgia, has had free kindergartens for many years. In addition to Louisville, we may name Knoxville and Kingsport, Tenn., Atlanta, Ga., New Orleans, La., Asheville, N. C., Jackson and Meridian, Miss., Dallas, Texas, and no doubt others all maintaining public kindergartens. Chattanooga and Memphis are both working very hard to have kindergartens, fully supported from public funds. At present they are partially supported, supplemented by parents.

THE KINDERGARTEN IN THE COUNTRY SCHOOL

There has always been a city interest in kindergartens in the South. Is it possible that the kindergarten in America has been over urbanized and has not met the needs of small towns and rural districts? This is, of course, a practical problem due to the fact that the cities had the numbers necessary to support the work. Now that our country schools are no longer isolated and have much better housing facilities and much better transportation would it not be possible to have school buses for

kindergarten and primary children to be taken home earlier in the day, to avoid long waits and lack of occupation? It is our hope that some wide-awake county superintendent and some experimentally-minded early elementary teacher will combine forces and begin to try out in the South in a country school worth while kindergarten and early grade work using activities and local materials to demonstrate conclusively that the rural school has many advantages for young children over a city situation.

It will be necessary for our State Teachers Colleges to train teachers of the South from the standpoint of the young child's needs educationally rather than offering blanket courses in methods and school management alone. When we give kindergarten and early grade teachers a common training in our Teachers Colleges, an understanding of a psychological and educational unit, when we emphasize the teaching of children as well as subject matter, then will we begin to build our public school practices from the bottom, up—rather than from the top, down.

The South's interest in the education of the young child is making itself felt in many directions—pre-school child study-groups—health clinics for pre-school child—Parent-teacher Associations' work for welfare of young children—American Association of University Women and their plans of study, Men's Civic Clubs inviting speakers interested in childhood education—all of these forces are at work in the South.

Relieved from economic pressure the South is now able to look in upon itself and take stock of certain spiritual values.

Education in all its phases is the answer to this demand. We begin with a high interest in the adolescent boy and girl and gradually work our way back to the earliest education of the child.

A WELL-TRAINED TEACHER FOR EVERY CHILD

With a changing civilization, with changing home life—there is new appreciation felt today for intelligent guidance of young children. There is a growing demand everywhere in our Southland that young children shall have the advantage of an intelligent college trained teacher. One who understands the emotional, social, mental and physical balance, essential to wholesome growth and development. As a result we find the most promising and hopeful outlook for the education of young children. Our state, our county, our city school authorities must make increasing provision for more space within and without the school, more and better trained teachers and more equipment that is fundamentally sound educationally. This does not necessarily mean added expense but a wiser use of the resources already available.

All of this calls for teachers that are human, as well as professional, for administration that permits enough margin in a school day for both teachers and children to live a life together that carries farther and deeper than any facts ever learned.

Dr. Whitehead says in his new book on "Aims of Education" that "Culture is activity of thought, sensitiveness to beauty and human feeling. It has nothing to do with scraps of information."

How Number Functioned in a First-Second Grade Activity

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THE advent of the activity program into primary grades has added new life to the teaching of number. By emphasizing the development of the integrated personality of the child, it has forced the progressive primary teacher to abandon the teaching of arithmetic as a formal subject. Under the new dispensation she is free to teach any unit of the subject that helps to interpret those social situations created by the child's program of activities. This less formal method is more fruitful than the old procedure in that (1) it contributes to the child's understanding of the social values of number for he learns these at first hand through his own experiencing instead of acquiring them in a memoriter way; and (2) it creates genuine concrete situations for the development of skills in calculation thus making drill purposive.

This method of teaching number is an essential part of the activity herein described. The activity was the center of interest in the first and second grades of the University Demonstration School during a period of three weeks.

The situation out of which the problem arose was somewhat as follows. The second grade had kept a pet rabbit in a small hutch in one corner of the school yard. All the children loved it since the day it had been brought to them from one of the canyon ranches far up the sides of Mt. Baldy. One morning the rabbit was missing from his hutch. After a futile search at school and around the neighborhood had been made a notice was sent to the school paper. It read:

Our pet rabbit has disappeared from his hutch. He has two black forepaws and long pink ears. If you find him please bring him back to Room Two.

Three days passed without news of his whereabouts. The second grade held a meeting to discuss the situation. Some thought that he had grown homesick for the mountains and had gone back home. The more practical minded believed he had run away because he "was frightened by children who crowded about his hutch at recess time." Others maintained that had he "a larger hutch and some animals to play with," he would have been content to stay. This suggestion moved the child whose uncle had sent the rabbit to say that he believed that he could get a pair of rabbits if the bunny failed to return. This generous offer was followed by several similar ones—A lamb, two baby chicks, and two ducks were promptly proffered.

"Let's build a great big hutch for all the animals", said a Barnum-in-the-making. The suggestion met with immediate favor.

"I think we should have a fish pond, too, with a little summer house overhead to make it shady and cool", added a child who had recently been promoted from first grade. She had taken care of the gold fish which the first grade kept in a home made aquarium. Observing that her suggestion was well received she added, "The first grade has two turtles and some gold fish".

A boy quick to see the advantage of a combine proposed that "the first grade children keep their turtles and fish in our great big hutch."



SHARPENING THE PICKETS



NAILING THE PICKETS IN PLACE

A note of invitation carried to the first grade by the same boy brought a ready consent to the business combine. All members of the firm entered into the affair with a zest that promised well for the proposed pet animal farm. Though their plan was still very vague as to details it was apparent they meant to see it through.

Problems defined themselves more clearly as the discussion continued. An animal enclosure must be constructed large enough for a pair of rabbits, two ducks, a lamb, two turtles and some gold fish. The plan included a summer-house, walks and a place to keep food for the animals. But, above all else there must be an inclosing fence so built as to insure the safety of the animals.

They planned everything first in the classroom under the teachers' guidance and later applied their conclusions in the actual situation out of doors. Here they discovered more could be accomplished by a division of labor among several small groups. Thus the committee idea was evolved. The functions of a committee were explained in classroom and later tasks were assigned to the various committees.

The teacher suggested that they must first find a suitable place for their "pet farm". By skillful questioning she lead them to conclude that a suitable place must be one on sunny sloping ground with some provision for shade on hot days. A committee appointed to find such a place reported later. The youthful surveyors had looked over the school grounds and had located a site adjoining a garden in one section of the school yard. It was covered with tangled grass, had no tree or shrubbery for shade but it sloped. It was oblong in shape and bounded on the short side that faced west by a wire fence. At right angle to this and paralleling their "site" on the long and north side was the garden of the fourth grade. The land sloped slightly towards the south on the other long side.

The proposed site was accepted and after an inspection by the whole class a letter was dispatched to the principal asking permission to use this piece of ground for a pet animal enclosure. Permission was granted on condition that construction on the site begin within a week.

The reading of the reply from the principal stimulated reports from other committees. The fence committee reported that a wooden fence would be cheapest, easiest to make and best suited to their purpose. The committee had consulted with the manual training teacher and with several carpenters at work on a house near the school. The latter had given them the price on the "two by fours" for the posts and "the two by threes" for the connecting rails. Furthermore they had offered a bundle of lathes left over from their job as a gift for the fence pickets.

The committee needed help in determining how much lumber to order. A rough sketch of the lot to be enclosed was drawn on a large sheet of manila paper. Discussion of methods of finding the length around the four sides revealed that some thought it necessary to measure all four sides, while others were convinced that opposite side of an oblong were the same length and that only one short and one long side need to be measured. One boy said, "Maybe that is true but I would like to measure all the sides and see for myself."

Before allowing the doubting Thomas and others equally as skeptical but less outspoken, to depart and actually measure the sides, the teacher asked, "Just where along the sides will you place the posts? Should they be the same distance apart on all sides? How many feet apart should they be?" The lack of agreement on these points made it necessary for all to join the few skeptics in making measurements.

The wire fence on the west side of the allotted space gave a basis for measuring and staking off the other three sides. A stout cord was stretched from stake to

stake as a guide for placing the posts later. The "doubting one" and his followers reported that both short sides were twenty feet each and that both long sides were thirty feet each. They agreed that opposite sides of this oblong were the same in length. It was decided that the posts should be placed at ten foot intervals on the three sides. The wire fence on the west side was to form the fourth side. On the south side nearest to the school a gate was to be placed. At that point an additional post was needed. The posts were to be twelve inches underground and three feet above. After considerable measuring and remeasuring it was agreed that ten posts and sixteen rails to connect them at top and bottom were needed. To make out an order for this lumber the whole group worked for a full class period. When completed the order was follows:

One short side, 3 posts each 4 ft.....	12 ft.
Two long sides, 6 posts each 4 ft.....	24 ft.
One long side, 1 post 4 ft.....	4 ft.
<hr/>	
Two by fours for posts.....	40 ft.
<hr/>	
Rails, top and bottom, on 1 long side, 6 each 10 ft.....	60 ft.
Rails, top and bottom, on 1 long side, 6 each 10 ft.....	60 ft.
Rails, top and bottom, on 1 short side, 4 each 10 ft.....	40 ft.
<hr/>	
Two by three for rails.....	160 ft.

Two children from the fence committee visited the first grade taking with them a sample of the wood to be used and a copy of the diagram (now drawn to scale) of the enclosure as it had thus far been planned. The deputation explained the plan worked out for their joint enterprise. The first grade examined the diagram and decided that their fish pond should be just opposite the gate. They agreed to sign the order for the lumber along with the second grade. This being done the order was placed in the principal's hands.

While awaiting the arrival of the lumber the second grade took up a problem sent to them by the first grade. It read: "How can we make a circle big enough for our pond?" A round basin seemed to have met with general favor but the first grade was in a quandary as to how to make a circle large enough for their purpose, hence their appeal to the senior members of the firm. The committee assigned to consider plans for the fish pond recommended that the pond be placed as the first grade wished, opposite the gate in the center of the enclosure with a drain running southwest into the garden patch beyond that belonged to the kindergarten.

This was a most difficult problem for even the senior partners of The Pet Farm. They thought of cutting out a pattern, but there was nothing in the room big enough for the purpose. It was suggested that the washtub used for umbrellas on rainy days might serve for such a purpose but some said that even this would not be big enough for a pond. Others said that they could start with the tub-circle and draw other circles around it "a little bigger each time" until the desired size was obtained. For a few moments it appeared that this plan might be adopted. They experimented with the idea by drawing around paste jars, ink bottles, jelly glasses and the like. The irregular appearance of the enlarged circles did not satisfy. Finally after much debate one boy said that he thought that "If you took a line that would reach all the way across the pond, half way across would be the center. You could measure from the center lots of time and put pegs down to show where the rim of the pond is to be. Then if you draw around where the pegs are you will have a circle."

This was tried and it worked! Large circles, small circles and medium sized ones were drawn on the floor by using a string with a piece of crayon tied on the end. The teacher had shown them that this would be simpler than "measuring lots of times" but that it was the same

idea. The rule held over and over again! They were given the names: radius, diameter, circumference.

Delighted with the discovery several volunteered to explain the puzzle to the first grade. A string was measured twelve inches long, a piece of chalk was tied to one end and lo, a twenty-four inch circle was drawn before the very eyes of the first grade. They were impressed, several measured it to make sure it really was twenty-four inches across. After a few more demonstrations the first graders seemed satisfied with this solution of their problem. They resumed the work on the plans for their fish and turtle basin.

With the pond and fence plans thus well under way, jobs were assigned to each child. At last when the lumber arrived both grades sallied forth. Without a moment's hesitation each child busied himself at some particular task. Post holes were dug a foot deep and twelve inches apart; the "two by fours" were sawed into four-foot lengths; rails for connecting the top and bottom were measured and found to be just ten feet long; posts were marked twelve inches from one end to indicate the depth to which they were to be buried in the ground. Rails were to be nailed to the posts at a height of two inches above the ground and the same distance from the top. These points were measured off by first graders under second grade supervision.

The preliminary work completed, all was ready for the erection of the posts. But though the greatest care was exercised in putting them in the holes, they had an annoying way of relaxing their upright position. Undaunted the children tried several plans without success until one boy recalled that his father had poured cement into the holes to make the posts for their new garage stand up straight. Cement from that being mixed by the first grade group for the pond, was poured into the post holes to a depth of several inches and left over night to dry. Next day proved that the solution to their

problem was a good one. The holes were filled up and the adobe soil packed firmly about the bases of the posts. After many a slip between the hammer and the nail-head the rails were securely attached to the posts.

The first grade had been assigned the task of preparing the pickets. The pickets were to be pointed to make them more "artistic and harder to climb over". To prepare them thus the youthful carpenters measured down two inches from the top on each side of the picket and connected these points by an oblique line with the center at the top. All while the other work was in progress the first grade children had been busily sawing away bringing each picket up to specifications.

Others assigned to do the nailing on of the pickets had marked off each of the rails into one and a half inch spaces. It was decided that the space between the pickets should be the same as the width of the picket i. e. one and one half inches. They discovered that forty pickets were needed for each section of the fence.

"Did you measure for the pickets in this section, Marjorie?" called Jack. Marjorie busily measuring for "nailers" in another section did not answer.

"Marjorie, come on, I am ready to nail on the pickets and you have not marked the places in my section," complained Jack.

Presently Marjorie came and seriously and deliberately marked off the places. Jack nailed as Peter held the pickets to Marjorie's marks.

"Jane, that nail is crooked. It won't hold the picket on. You'll have to take it out," observed a second grade inspector-of-pickets. "Hold the nail this way," he advised.

Thus the work continued until at the end of a half an hour the fence had taken on a definite form. Each of the several groups nailing at separate parts of the fence had erected four or five feet of fence.

Near the center of the plot a different type of work was in progress. Four boys

and two girls were working diligently on the proposed fish pond. To a wooden peg driven into the ground they had tied a string three feet long. To the free end of the string was attached a sharp pointed peg. A small boy clasping this in both hands plowed the ground leaving a faint circular furrow behind.

"James, you haven't done the line here; and I can't see the line over there either," admonished Mary Lois who was pounding pegs into the ground at three inch intervals around the circle James had made.

"Here is the line," another member pointed out.

"No, that line isn't right," objected Bob. "James didn't measure it right."

"Put your yard stick down against the peg in the center and measure to the line," advised Mary Lois. James did and found that the distance from the center to the circle he had drawn was two inches more than a yard.

"Maybe the string stretched when you were pulling it around," explained Bob. Bob busied himself rechecking with his yard sticks at each point where Mary Lois had driven a peg into the circle James had made. As discrepancies were found Bob insisted upon changing the pegs accordingly. In spite of this delay the pond was staked off in twenty minutes!

Yard sticks, rulers, pegs and strings gave way to spades and shovels. Digging commenced in earnest. It was to be twenty inches deep. The agriculture teacher had promised pond lilies which he said required that depth for healthy growth. Much difficulty was encountered in placing the drain from the pond to the garden patch beyond. Some thought it would look better at the far end of the pond but others reasoned that since the ground sloped away from the lower end of the pond it would have to be put in at that place. This problem was carried back to the classroom for discussion and solution. Even after much explanation there it required an experiment with the garden hose to determine the probable channel

of the water to be drained from the pond. When an agreement on this point was reached work was resumed upon the digging of the drain, and the mixing of the cement for lining the pond and drain. Cement not needed for other purposes was made into stepping stones for a path from the gate to and around the fish pond. At this point it was decided to delay the erection of the summer house until later in the spring.

The activity became an absorbing one and permeated other classroom interests. Reading turned to the study of animals—how they live and what they eat; pond life and how to care for it; water supply for the garden, its source and cost; and how to mix cement. Questions for study and discussion appeared on the bulletin board. From time to time under the caption "We want to know" appeared the following:

How to make a circle;

How to mix cement;

The best place to put the drain for the pond;

The cost of ten 4-foot posts;

How many lathes in a full bundle;

How many lathes will be needed for ten feet of fence;

The cost of eight pounds of cement;

Where we should place the pond, the gate and the walks in our pet farm;

While these were matters for second grade consideration the first grade was kept in constant contact with them and were asked to give suggestions.

The first grade studied the cost of materials. These items printed on tagboard strips appeared upon the bulletin board for reading lessons: Our fence posts cost \$1.50; Our cement cost \$.50 (a bag of cement hung beside the statement); Lathes (a small piece was attached) cost \$1.40; We owe Miss Fraser (the principal) \$3.40. This amount is to be raised by having a "pet show" later.

In geography their horizon was expanded. They gained some appreciation of slope and drainage; why, how, and

when a dam is needed to hold water back on sloping ground; reasons for fresh water inlet and outlet in a fish pond; some differences between adobe and sandy soil.

The writing periods were motivated by the preparation of letters to the principal, the first grade, the janitor, the friendly carpenters, the manual training and the agriculture teachers. The receipt for the mixing of cement was written on the board and later put into the booklet entitled "*Making Our Pet Farm.*"

In number work they were realizing mathematics in a very understandable way. They were not only finding out how to count and measure, how to figure and reckon, but they were also learning how these things helped them to foresee, to think and plan out their problem of building a pet farm prior to the actual physical manipulation of things themselves. They realized that it was possible to check re-

sults and to draw conclusions. The mathematical content inherent in the activity included the following:

Measuring inches, feet, yards.

Learning terms: inch, foot, yard and relation of these to each other.

Reading such amounts as \$1.50; \$.50; \$1.30.

Comparing cost of materials.

Adding simple sums.

Keeping an expense account and planning ways of meeting this.

Learning how to make a circle if the radius is given.

Relating and applying the terms radius, diameter, circumference to parts in the circles made.

Learning how to find the length of opposite sides of an oblong.

"Will not what has been learned serve to enrich the subsequent stream of experience in the future?"

Stocking the Work Shelves

How often enthusiasm for a spontaneous piece of work is dulled because the required materials are not at hand.

Anticipated needs might include the following:

Baskets
Crates
Boxes
Lumber
Paper bags
Broom sticks
Bricks
Muffin tins
Jars
Cans with tops
Glasses
Bottles
Milk bottle tops
Cloth
Oil cloth

String
Rope
Hooks
Yarn
Spools
Magazines
Newspapers
Corrugated paper
Wrapping paper
Books
Paints
Awning or burlap
Odd envelopes
Rugs
Flower pots

Beads
Buttons
Paper napkins
Wire
Wire netting
Cotton batting
Pins
Inner tubes
Hose
Dress hangers
Costume material
Paper picnic supplies
Wall shoe bags
Meat skewers
Lace paper doilies

Infant Schools in Russia

GENEVIEVE LYFORD

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IN Russia the plan for caring for young children and educating them is very different from that found in other countries. The Soviet Union of Russia is responsible for every child when it reaches the age of three. Before this age the Board of Health takes the responsibility of the child through its "Department for the Protection of Motherhood and Infancy." The motto of this department is "Our Children—the Hope of the Future."

One finds the nursery school or crèche in connection with trade unions or state factories; they may be located in a busy industrial center or in a muddy village. One nursery school of each type will be described as a means of illustration.

The crèche at the factory in Ramiysnskoga is typical; it is housed in two buildings near the factory. Visitors are invited to remove their wraps and to put on a nurse's white apron, they are then taken to see the babies ranging from six weeks old to three and four years of age. Over a hundred babies are brought here when the mothers go to work in the early morning, and taken home when their working hours are over. If the babies are nursing, the mother is allowed to leave her factory work and nurse her baby at regular periods. The babies are arranged in groups according to ages. The youngest have their separate beds for sleeping, little white iron beds with fish-net fastened around for protection. Some of these beds are in an open pavilion out of doors (which is a great innovation for Russia!). Blankets and beds are carefully labeled with the child's name. There is a special place in the entrance to undress and weigh the babies; they are weighed before and after nursing in order to find out how much

milk they have taken. Their home clothes are put in bags, which are also labeled. The children are taken to a warm kitchen, carefully bathed and dressed in fresh garments, and then put in their little cribs. If one child is not well, he is isolated in a different room.

The toddlers who can creep, walk and talk have rooms with cots for their afternoon rest, and dining rooms where they sit several at a little table. They feed themselves as soon as possible with a teaspoon; their food consisting of milk, soup, hard bread, vegetables and fruits. When eating, the children wear oilcloth aprons. Around the walls of these eating rooms hang pictures of desirable infant foods. In the washroom the children have individual places or towels, cups and soap, a few have tooth brushes.

Older children have bags for their home clothes and wear perhaps a dark red or dark blue overall or apron while in the nursery. Their heads are shaved, making it difficult in some cases to distinguish girls from boys. On the walls of the rooms hang attractive painted borders of heavy tan crashcloth, and around the room one finds wooden toys of animals, blocks, and small wagons for the children to use. Records are kept concerning each child's health and mothers are advised as to their care in the home. Children that are old enough to walk are taken on excursions in the locality. Both out-of-doors and indoors the children are trained to help one another and to work in groups.

A nursery school in Moscow is located in the busiest part of the capital city. White aprons are always provided for visitors. As one approaches the entrance there is a long row of little beds stretched out

in single file. The beds are little white iron beds with bars around the four sides in place of the fish-net. Rooms are very large with large windows and the equipment is planned to take care of the children according to their chronological and mental ages.

To one first coming to Soviet Russia it is surprising to find large play cribs and steps and slides for the children's use. A child is put into the crib with another baby when he first attempts to sit up to begin to teach him "socialism." A slow child is put with a bright child, a nervous child with a calm child. When either child becomes tired, he is removed from the crib.

Large rubber balls, triangles, bells, small wooden animals, large cardboard animals, and other playthings are kept in what is known as "a museum for toys." Here the children come with the teacher to select what is desired.

Usually there are three or four groups of children—the babies, those of one and two years old (or perhaps these are divided), and the three-year-olds. Each group has its bedroom, dining room and playroom, according to its needs. Low washstands and towel racks with places for soap, cups and tooth brushes are designated by an artistic little picture or drawing.

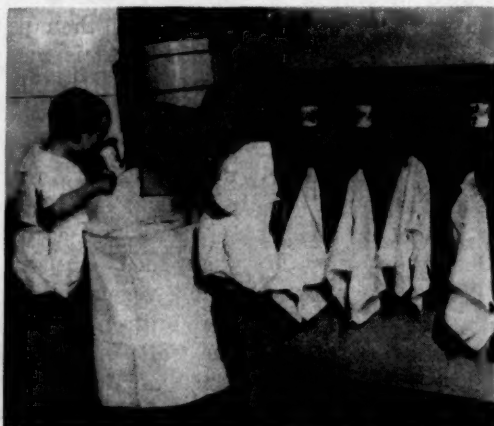
The doctor and nurse keep a record of each child's health and diet, and when the mother takes her child home later in the

afternoon, he puts on his home clothes and leaves the nursery garments at the institution. The mother is urged to let him sleep alone, and eat only the food prescribed by the doctor. The school described sends the child's food home for the evening meal. The food he like best is in this package, for the nurse claims it is easier for the nurses to see that he eats properly the necessary food which he may not al-

ways wish to eat. The nursery schools are cleaner and more sanitary than the kindergartens. In the nursery school, if a child is ill, a glass screen is put around his bed; if seriously ill he is isolated from the others.

Pre-school education is the term applied to work with children between three and eight years of age. Above the pre-school comes the "First Step," this is the four-year school for children between the ages of eight and twelve. Beyond this is the "Second Step," which has to do with the education of children from twelve to

seventeen. Pre-school work in Russia includes kindergartens of three types known as the average kindergarten of the City of Moscow, the kindergarten of the First Experimental Station of Moscow under Stanislaw Schatsky and Mrs. Louisa Schlager, and the Experimental Kindergarten of the Norkompros or the People's Commissariat of Education, which are both in the city and in the country. Propaganda is everywhere in evidence for communism and ma-



terialism, giving only one side of the question, allowing the children no chance to think for themselves. Mrs. Vera Fediaevsky, a pedagogue and lecturer of the methods of pre-school work in the pedagogical Technicum of Moscow says: "Instead of Froebel occupations, children are set to build and busy themselves with the rudiments of joiners' work and to perform divers other tasks calculated to exercise the large muscles. Interest is taken in the child's environment. There is recognition of the necessity of a certain measure of self-government in a kindergarten."

The aim of the new education is the rearing of fighters for communism and of creators of a new existence. The basis of education includes collectivism, activism, materialism and organization. In each kindergarten is a Lenin corner with his picture fittingly decorated. Children are prepared for all parades or demonstrations which have to do with communism.

An average kindergarten is one where there is no experimental work. It is supported by the Board of Education of Moscow. At the beginning of the year there are usually no pictures on the walls with the exception of Lenin's, for the children are supposed to decorate their walls as they see fit. Building equipment and a scheme of dividing children into three or four groups is practically the same as found in the experimental schools. These kindergartens take care of the children from three to eight years of age, and the parents are employed in factories or at other daily employment which takes them out of the home for at least eight hours a day.

Children mark their daily attendance on a large piece of squared paper, the individual mark is usually a colored crayon drawing about an inch and a half square. They try to make gifts for their parents—for example, little boxes are decorated for mother's buttons and banners are made for the home and school out of waste materials found at the factories.

Pioneers (compared with our boy scouts) come here three or four times a week to talk things over with the children and teachers. The children eight years old come to visit the kindergarten, and the kindergarten group which will be eight years old the following year visit the schools which they expect to enter. This group has some training in reading and writing. One teacher directs this work with three or four assistants and sometimes special teachers come in for music and rhythm. These subjects are always planned and directed. In some districts the chairs are of different colors—pink, white and blue, and the tables are usually painted white or covered with oil-cloth. The individual sanitary articles in the washroom are arranged in much the same way in all kindergartens, but a few still have the tin washstands or the sink stands in place of a stationary wash basin. A few kindergartens have excellent sets of very large blocks, many as long and as heavy as those we have in the Hill, Schoenhut and Fallis sets. Many large heavy cylinders are used—these are most desirable for building high chimneys, water tanks and steeples. Good-sized woodwork benches are in many kindergartens.

In one of these kindergartens a teacher writes down the children's different activities. In many kindergartens the free drawings, paintings and other specimens of handwork are carefully saved and comparisons made sometimes at the end of a long period of school work.

It is not unusual to find children remaining all night in the building, or in a nearby building, for Moscow has scores of orphans and homeless children. Some of these average kindergartens are only a part of the activity carried on in an orphans' home. The kindergarten children wash and dry their dishes after lunch, fold up the tablecloth, and sweep the floor. They have a small organization in their

respective groups and are taught to take some responsibilities.

Excursions play a great part in the day's program. The children are kept out of doors an hour or two hours either on trips or playing in the yard. The kindergarten is concerned with these phases of work; household duties, excursions, stories, work, play, drama, food, rest and festivals, co-operation with family, factory and communist happenings.

The kindergarten workers of the First Experimental Station in charge of Mrs. Schlager, make a special study of kindergarten problems. An exhibition which they are showing has charts and photographs of what they have accomplished in clay modeling, woodwork, drawing and painting. Research workers are eager for reports from America's educational field in order to make comparison of their findings in what has been accomplished by Russian children in similar activities. They claim the children are left entirely alone with these materials, and after free experimentation certain skills and technique develop without the aid of group questions and suggestions or models. The photographs reveal models, accurate placing of nails for simple woodwork in such objects as tables with four nails for legs, several boards placed together for an airplane, etc. Samples of drawing and painting reveal bits of rhythm and symmetry. modeling reveals gain in shaping an object and putting separate bits of clay together to make a completed form. These teachers claim an evolution in children's creative work.

An experimental kindergarten either in Moscow or in one of the factory districts outside of Moscow has as its typical planned environment a large house with a cloakroom where there are individual hooks, and bags for home clothes. It usually has two or three classrooms, where there are large wooden blocks in various shapes, such as tubes, cylinders, rocking boards, and long, narrow boards. There

are several unique Russian wooden dolls, one fitting into another, balls and bowls, tables and chairs, cups and saucers, and small wagons for pulling. A larger room is equipped with wicker armchairs, a piano, a bowl of fish, and a few plants. In this room the children have directed games and songs. In the smaller rooms they build with blocks, have their breakfast and lunch. In the afternoon their small canvas cots are stretched out in all available space for the rest period. The children stay all day, coming when their parents go to work and leaving about five or six in the evening. Convenient hooks and shelves are arranged for their individual property. Little booklets are kept of their drawings and paintings. One kindergarten has large paint brushes. The head teacher usually has two or three assistants, young girls in training. A doctor looks after the health of these children, examining them once or twice a year.

The kindergarten and nursery schools in Moscow and its nearby village centers are progressive, well-planned and conducted by an earnest group of intelligent, wide-awake and studious women. Research in the field has begun, the teachers and research workers look to the United States for aid and advice in improving their work and for research data concerning the children's accomplishments in woodwork, painting, drawing, block building, nature study, and excursions. In all of these infant schools and kindergartens the children are free to use the plastic materials and blocks as they see fit, in a free, undirected way, but some one is always present to encourage them to work and not to waste time. Songs, music, games, and festival programs are directed with great care. Summer activities are usually carried on in the country, the entire school group moving there in a body.

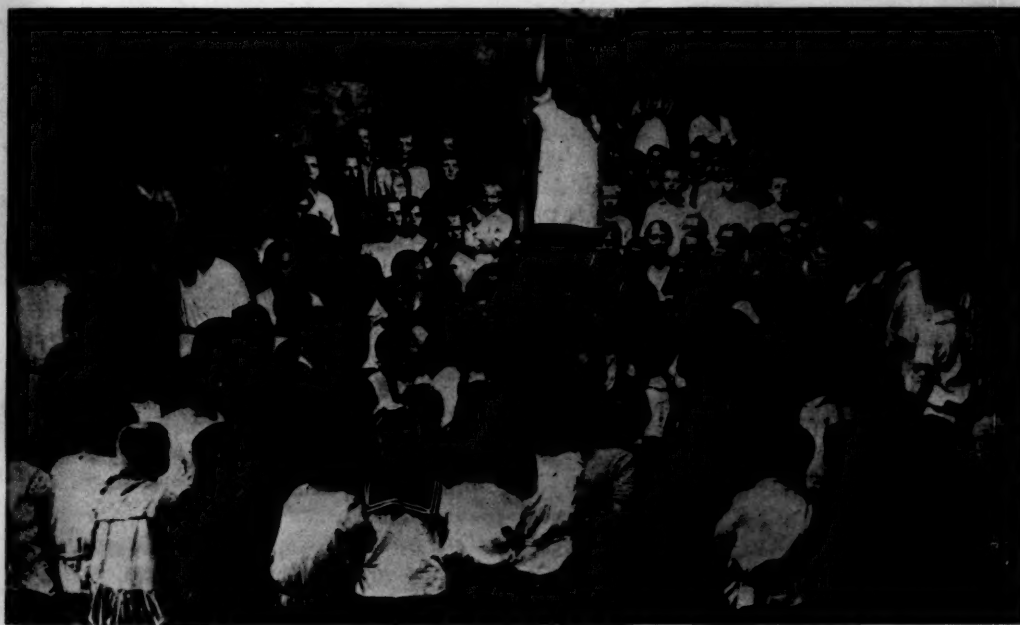
The Raditscher School is under the direction of Mr. M. V. Martyanova and is an experimental school for the masses in the First Step of Education. The chil-

dren attend as day students, some have no parents and live in the building. Frequently the First Step School is found in buildings that were formerly used by noblemen's families. The rooms are large and bright and much more sanitary than some other schools, with the exception of the first classroom, for it is crowded with old-type benches and seats.

This school has splendid workshops equipped with excellent work benches, carpenter's tools, a sewing machine, and good materials to work with. In one workshop for the children of about ten years old, one child serves as custodian of the tools. As a pupil comes for a tool he gives out a numbered tag and all have to be accounted for at the end of the class period. Coping saws and tools for drilling have been placed in wooden frames adjusted to the children's height. The

children make handles for small hammers, make yardsticks, bind simple little booklets and plan, baste and sew by machine their own pioneer bags. A large ballroom is now converted into a gymnasium and lecture room providing the school with ample space for physical exercise and entertainments.

Literature for children is also provided for in this department. Madam Pokrovsko, the children's librarian, and Mrs. Fedavsky have made interesting collections of Russian books for children. Only the experimental schools are allowed to use fairy stories. There is a taboo on the fairy story and people are attempting to write realistic tales which will give the children a true picture of the world in which they live. Much attention is given to writing and reading and everywhere one sees the counting frames for number work.



THE COMING GENERATION IN RUSSIA

Contributors to the Child's Bookshelf, Past and Present

HELEN MARTIN

Western Reserve University, Cleveland, Ohio

SIXTY years ago a young English navy officer, just returned from the Orient, presented to his artist friend, Walter Crane by name, a Japanese print. The remarkable use of color, the effective outline, defined in a few bold strokes, immediately captivated the young artist, and in imagination he visioned his own brush tracing similar designs in a series of pictures for young children.

Before long this new idea was incorporated in a paper-covered book, filled with brightly colored pictures, entitled "Song of sixpence picture book". Originality of thought, artistry in the use of color and outline, appreciation of children's interests delighted not only the child in the nursery, but his parents, uncles and his aunts. In quick succession appeared similar books, based on well known rhymes and tales, known collectively as the "Walter Crane picture books". This artist, held in high esteem by the art world of the Victorian period, was the originator of this type of juvenile literature, and his influence on the entire field of illustrating children's books, is distinctly felt.

In the midst of this success, there came one day to Crane a young, quiet, intense and eager fellow artist, who had just risen to fame by his humorous and sympathetic interpretations of Irving's "Old Christmas". Randolph Caldecott, formerly a bank clerk and with only such meager training as could be secured from night art schools, asked the father of the toy-book idea for suggestions and help, as he wished to try his hand in the same field. The result was the publication in 1878 of

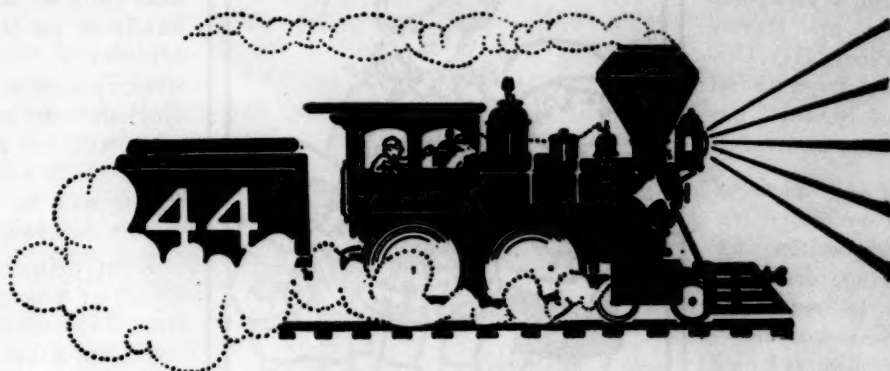
"John Gilpin", infinitely amusing, followed by other immortal tales and ballads of the nursery, notably "Hey-diddle-diddle" and "The House that Jack built". These illustrations, which interpreted the text in such a lively, clever, masterly fashion, proved as popular as the original Cranes. Indeed, when the series ended, it could well be said: "When Caldecott died, the laughter of little children grew less".

To these devoted friends of the nursery a third was added—the gentle, shy, understanding Kate Greenaway. Her delicate creations in water color and pastel had already appeared on bookplates, Valentines, and Christmas cards. It was not however, until 1879 that she decided to attempt a more ambitious field, but in that year the unusual, "Under the Window", a picture book, for which she had composed the text and pictures, fascinated the public, and edition after edition was exhausted. Here, as in succeeding volumes, little girls, gaily gowned in panniered dresses of flowered silk and muslin, with bewitching mob caps placed saucily on their curls, tripped, skipped, danced across the pages—from cover to cover. Near at hand their companions, little boys in smock or mannish waistcoat and breeches, rolled hoops, played marbles, or engaged in other masculine pursuits. In the background, near thatched cottages, or leaning over fence or privet hedge, were sedate mothers, with irresistible chubby babies in their arms, who talked with friends, or indulgently watched the happy times of the playing children.

To these three, Crane, Caldecott and

Greenaway, children, and all those interested in them, the world over owe a debt of gratitude, for they were the first artists of avowed reputation to recognize in the little child an appreciative, responsive, discriminating and eager audience. Since then, there has been an ever increasing

their efforts in creating books of real worth for the little child alone, but as educators have emphasized the need of interesting reading matter for the primary child, have also turned their talents in this direction. Margery Clark's "Poppy seek cakes", illustrated by the Petershams,



MEIGS' WONDERFUL LOCOMOTIVE; ILLUSTRATED, HADER

group of artists, from many lands, and of many types, who have made further contributions in this specialized field: Leslie Brooke, the fitting successor to Caldecott; Boutet de Monvel, in his delineation of the little French child, a charming follower of Kate Greenaway; from Holland ethereal and charming Willebeek Le Mair, and from Scandinavia the imaginative and colorful Elsa Beskow. In America the pioneer in this field is E. Boyd Smith, whose narrative pictures in soft colors, depicting life in town and country, on land and sea, still have a definite appeal to the modern American child. Within the last year the Haders in their illustrations for Cornelia Meigs' "Wonderful locomotive" showed work similar to his, but in brighter tones. A striking adaptation of the trend in modern book illustration is seen in the effective, gorgeously colored woodcuts by C. B. Falls in his picture book of animals, called "The A B C book".

Authors and artists have not confined

typifies the fusion of the picture book idea in a series of gaily colored prints, with a story, simple in plot, but replete with the demand of the young child—repetition, children, everyday doings, and animals. Andrewshek, Auntie Katuska, Erminka, the naughty white goat, the greedy green goose have become great favorites with little children.

Rachel Field, the miniature artist, often called "the Kate Greenaway of America", has displayed remarkable understanding of the psychology of the young child, which, coupled with artistic ability and literary appreciation, has produced in the last five years volumes of real value. Her first to attract public attention was "The Alphabet Book", which contained a



gallery of youthful portraits, shown in various interesting poses—Roger, "slipping, sliding on his toes", light-hearted "Kitty from the city", and much be-bundled Una—all are entertaining friends whose activities are so admirably described in poem and colored picture. Its com-

panion volume, "Little Book of Days", likewise of diminutive size, contains a chronological list of holidays, national and otherwise, from New Year's to Christmas.

Other important events, deserving official recognition from the child's viewpoint at least, are Marble Day, Pienie Day, Circus Day. Even "First Day of School" has its picture and verse:

"Always more of everything:
Reading, writing, figuring;
Books to read and words to spell—
Hurry, Jim, there goes the bell!
Seems as if they might get through
Finding things for us to do!"

Lest anyone be forgotten in this all inclusive calendar, the closing picture shows children around a lighted birthday cake, and on the page opposite is this poem:

"Did you ever think how queer
That, every day all through the year,
Someone has a frosted cake,
And candles for a birthday's sake?"

Within the last year Miss Field has considered the slightly older child in her stories of "Polly Patchwork" and the more complicated tale of "Little Dog Toby". What a common bond of feeling is established between the young reader and Polly, who finally in spite of her strange new dress made out of an old patchwork quilt, achieves her heart's desire by winning the spelling

match and the medal! For the boy whose love for animals, especially dogs, is a part of his being, the energetic and enthusiastic tale of the beloved dog Toby, as he wanders through London-town and the countryside with a Punch and Judy show, and finally in his old age achieves a long desired rest on a large English estate in company with the aristocratic little dog, Fufu, will be thoroughly enjoyed.

Even primers and readers have been clothed in such attractive dress that they seem to have little resemblance to the dull colored creation of the nineties—"The cat is on the mat" variety. An excellent example is the set known as the "So-

cial Science Readers", prepared by Helen S. Read and illustrated by Eleanor Lee. In this series, four in number, the various interests of the everyday world are well treated in short, primer-type sentences, accompanied by simply drawn, colored pictures. Airplanes, boats, trains and farm life are the subjects treated, each complete in a volume, which form vital reading for the first and second grader.

Poetry, also, reflects the busy modern industrial city, with its many and fascinating types of transportation, and its compressed method of living. Miss Field's "Taxis and Toads" bridges over in delightful fashion the world of the city and country in this charming collec-



FIRST DAY OF SCHOOL
From Field's "Little Book of Days."



CHILDREN WITH DOG
From "Little Dog Toby."

tion of poems and sketches, while Mr. James Tippet of the Lincoln School, has made a definite contribution in this field with the so-called Nursery Series, the first one of which is called "I Live in a City." In this small volume, such subjects as taxis, apartments and their superintendents, parks, elevators and telephone switchboards are sympathetically described and analyzed as seen through the eyes of the child. This year "I Go A-travelling" tells of the absorbing wonders of green busses, trucks, and traffic jams. To dwellers of the cities on the coasts, both young and old, the poem "Ferry-boats" is particularly suited:

"Over the river,
Over the bay,
Ferry-boats travel
Every day.
Most of the people
Crowd to the side
Just to enjoy
Their ferry-boat ride.
Watching the seagulls,
Laughing with friends,
I'm always sorry
When the ride ends."

Another poet, who needs to be introduced to the younger child by reading aloud his work, is Humbert Wolfe, for his verse is both humorous and delicate.

A book of unusual charm, both from the standpoint of content and make-up, is the "Little Wooden Doll" by Mrs. Margery Williams Bianco, and illustrated by her talented young artist daughter, Pamela. That moving little story is, in its simplicity of style, and conception, one of the perfect books for little girls, and goes far towards

becoming a classic in this field. No retelling can be adequate, for the charm lies in the perfect diction, the simplicity of expression, the understanding heart. Cast in the cold light of a review, it is the story of a little wooden doll, sans clothes, sans hair, sans everything but beauty of soul, who lies forgotten and neglected in the dusty accumulation of debris in an attic. Even the gossipy mice, the pompous spiders, the busy bumble bees with their round of parties cannot eradicate from her mind the memory that she once was loved, and had a little mistress. With every fibre of her body she longs for a little girl to take care of and cherish her, and possibly to give her that perfect name,—Rose. Her unhappiness reaches a climax when two children, the new tenants of the house, in disgust at her unattractive appearance, heave her on the window ledge, and she falls in the violet bed. But her friends in this crisis are as staunch as ever, and determined that she should have all those things she most desired—the spiders give of their choicest store of linen for a ruffy dress, the mice make golden tresses out of cornsilk, the flowers of their colours for blue eyes and

pink cheeks, the moths of their wings for a velvet cloak, the foxgloves and lady slippers send gloves and slippers. Even the rats scurry around and bring a bright shining gold piece, which they hang around her neck, and thus complete the costume. At last with the help of the efficient sparrows a little girl who longs for a doll is found. The end is so utterly satisfying, so full of poetic justice that it should be repeated here:

"The child held the little wooden doll



FROM "I GO A-TRAVELLING"



FROM "I GO A-TRAVELLING"

tight in her arms and kissed her.

"'I shall call her Rose,' she said, 'for that is the most beautiful name in the world.'"

Modern pedagogy demands that reading shall be a pleasurable process, and books like these, suitable in content, attractive in theme, excellent in style, artistic in format, have achieved wonders in accomplishing this end. From the nursery bookshelf, with its increasing number of gaily colored, simply told and interesting volumes, the child receives his first contact

with the vast world of letters and art. From it develops his love of books, his appreciation of literature, which in after years will bring, in the words of the poet, immeasurable pleasure.

"Dreams, books are each a world; and books, we know,

Are a substantial world, both pure and good.

Round these, with tendrils strong as flesh and blood,

Our pastime and our happiness will grow."

—Wordsworth.

This is the first of a series of articles contributed by the Book Evaluation Committee of the Children's Department of the American Library Association.

Books Mentioned in This Article

Bianco, Mrs. Margery (Williams).

Little Wooden Doll. (Little Library.) Macmillan. \$1.00.

Boutet de Monvel, Louis Maurice, ill.

Girls and Boys (text by Anatole France). Duffield. \$2.50.

Joan of Arc. Century. \$4.00

Beskow, Elsa.

Aunt Green, Aunt Brown and Aunt Lavender; tr. by Siri Andrews. Harper. \$2.50

Olle's Ski Trip; tr. by Siri Andrews. Harper. \$2.50.

Brooke, Leonard Leslie, ill.

Golden Goose Book. Warne. \$3.00.

Johnny Crow's Garden. Warne. \$1.75.

Johnny Crow's Party. Warne. \$1.75.

Caldecott, Randolph, ill.

Diverting History of John Gilpin. Warne. \$.60.

Hey-Diddle-Didle Book. Picture book. Warne. \$2.25.

Panjandrum. Picture book. Warne. \$2.25.

Clark, Margery, pseud.

Poppy Seed Cakes; ill. by Maud and Miska Petersham. Doubleday, Doran. \$2.00.

Crane, Walter, ill.

Song of Sixpence Picture Book. (8 others in series.) Dodd. Each, \$1.50.

Falls, Charles Buckles, ill.

A B C Book. Doubleday, Doran. \$2.00.

Field, Rachel.

Alphabet Book for Boys and Girls. Doubleday, Doran. \$.75.

Little Book of Days. Doubleday, Doran. \$.75.

Little Dog Toby. (Little Library.) Macmillan. \$1.00.

Polly Patchwork. Doubleday, Doran. \$.75.

Taxis and Toadstools. Doubleday, Doran. \$2.00.

Greenaway, Kate.

Marigold Garden. Warne. \$2.50.

Under the Window. Warne. \$2.50.

Le Mair, H. Willebeck, ill.

Little Songs of Long Ago. McKay. \$3.00.

Our Old Nursery Rhymes. McKay. \$3.00.

Meigs, Cornelia.

Wonderful Locomotive; ill. by Berta and Elmer Hader. Macmillan. \$2.00.

Smith, Elmer Boyd.

Chicken World. Putnam. \$2.50.

Farm Book. Houghton. \$3.00.

Railroad Book. Houghton. \$3.00.

Seashore Book. Houghton. \$3.00.

Read, Helen S.

Airplane Ride. (Social science readers.) Scribner. \$.60.

Engine's Story. (Social science readers.) Scribner. \$.60.

Grandfather's Farm. (Social science readers.) Scribner. \$.60.

Story About Boats. (Social science readers.) Scribner. \$.60.

Tippett, James S.

I Go A-travelling. (Nursery series.) Harper. \$.75.

I Live in a City. (Nursery series.) Harper. \$.75.

Wolfe, Humbert.

Cursory Rhymes. Doubleday, Doran. \$2.00.



Kindergarten-Primary Department of the National Education Association at Atlanta Convention

FLORENCE DAVENPORT, ST. PAUL, MINN.

Secretary of the Kindergarten-Primary Department, 1928-9

THE keynote of the Kindergarten-Primary Department was first sounded in Atlanta by the United States Commissioner of Education when, in the course of his inspiring presentation of the topic **EDUCATION FOR A NEW AMERICA** at the opening session of the convention, he commended the "co-operative enterprises of the elementary school", urged the need of "helping young people to work out a philosophy of life and a system of standards", made a plea for the "development of individual personality" among our boys and girls, and stressed the importance of giving them the ability to make "the proper use of leisure time". It aroused in one a pleasant sensation to know that the portion of the audience whose particular interest centered in early childhood education might have risen in answer to his appeal with the reply, "Yes,

Dr. Cooper, those are things we have come to talk about."

Next, just as in a well-regulated kindergarten or primary group the first days are given to becoming acquainted, so the Atlanta Kindergarten Alumnae Club provided a most delightful opportunity for social intercourse in the form of an al-fresco tea which was held on Sunday evening at six o'clock, at the Eastlake Country Club, on whose links Bobby Jones learned to play golf. The cap-sheaf to the festivity was, of course, our happiness in being able to share with Atlanta her great joy in the news of her favorite son's most recent victory which had been won that very day.

At two o'clock on Monday afternoon, July 1, the first regular meeting of the department was called to order by the president, Dr. Mary Dabney Davis, spe-

cialist in Nursery-Kindergarten-Primary Education, U. S. Bureau of Education, in the auditorium of the Central Presbyterian Church. After introducing the other officers and having expressed the appreciation of the members of the division for the wonderful hospitality of Atlanta and the Southeast, Dr. Davis announced that the phase of the central theme of the convention "Education For A New World" that had been selected as the dominant thought for the afternoon's program was The Best Beginning for Young Children, or, The Working of an Activity Curriculum. She explained that, departing from customary procedure, the subject would be taken up in four discussion groups, a method that would permit participation by everyone. The assembly then divided into smaller units in the rooms assigned, where the leaders presented their material very informally. Those present were encouraged to raise questions at any time as the speakers expected and hoped to be interrupted. Further discussion followed each talk. The topics considered were:

Group I—An Activity Curriculum at Work

Chairman: Superintendent H. F. Srygley, Raleigh, N. C.

Group II—Classroom Setting for an Activity Curriculum—Equipment, Its Selection, Construction, and Arrangement

Chairman: Miss Anne Holdford, Supervisor of Wake County Rural Schools, Raleigh, N. C.

Group III—Classroom Procedures Which Promote Desirable Physical Development, Knowledge, Habits, Attitudes, and Skills

Chairman: Dr. Winifred E. Bain, Director of Training, State Teachers College, East Radford, Va.

Group IV—Unity and Continuity of Educational Experience—The Home, Nursery School, Kindergarten, and Elementary Grades

Chairman: Dr. Beryl Parker, Assistant Supervisor of Upper Elementary Grades, Norfolk, Va.

The second meeting of the department took the form of a delightfully appointed luncheon served in the ballroom of the Atlanta Biltmore Hotel at 12:30, on Tuesday, July 2. The quantities of flowers that added so much to the beauty of the scene had been raised for the purpose by the children of Atlanta. Greetings were extended by Miss Lucy Gage, Dr. Trabue, and Dr. Blatz, speakers at the morning general session of the N. E. A., which at Dr. Davis' request had been devoted entirely to the education of young children. Reports were made by representatives of the co-ordinating organizations of the National Council of Childhood Education—for the National Committee of Nursery Schools, Miss Martha McAlpine; for the International Kindergarten Union, Miss Mary Leeper; and for the National Council of Primary Education, Miss Lucy Gage. At this point routine business was disposed of—the minutes of the Minneapolis meeting were approved and the report of the nominating committee accepted. The officers for 1929-30 will be: Dr. Mary Reed, Teachers College, Columbia University, president; Miss Clara Wilson, University of Nebraska, Lincoln, Neb., vice-president; Miss Eleanor Bogan, Director of the New Orleans Nursery School, New Orleans, La., secretary. Summaries of the four discussion groups held on Monday were given by leaders of these groups, and the meeting closed with a most inspiring address—New World Expectations and Our Young Children—by Superintendent A. L. Threlkeld, Denver, Colorado.

During the meetings, and especially that of Monday afternoon, much concrete evidence was presented to show that the best beginning for young children lies beyond doubt in the working out of an activity curriculum. Here is a particularly charming bit. One day a supervisor of rural schools in Orange County, North Carolina, found this note on her desk:

Dear Miss Hyman,

I'm making a book and I want the most beautiful thing in the world in it. Will you please help me find it?

Your friend,

Hiawatha,
Grade 3B, Hillsboro.

What an appeal and what a challenge are in that simple request, for who would break faith with a little child! Not Miss Hyman. She spent a day collecting poems, pictures, stories, everything that might satisfy his soul's hunger and then placed the material in his hands. After hours of

absorbed study, he radiantly displayed his selection. He had found these words:

The year's at the spring
And day's at the morn;
Morning's at seven;
The hillside's dew-pearled;
The lark's on the wing;
The snail's on the thorn:
God's in his heaven—

All's right with the world!

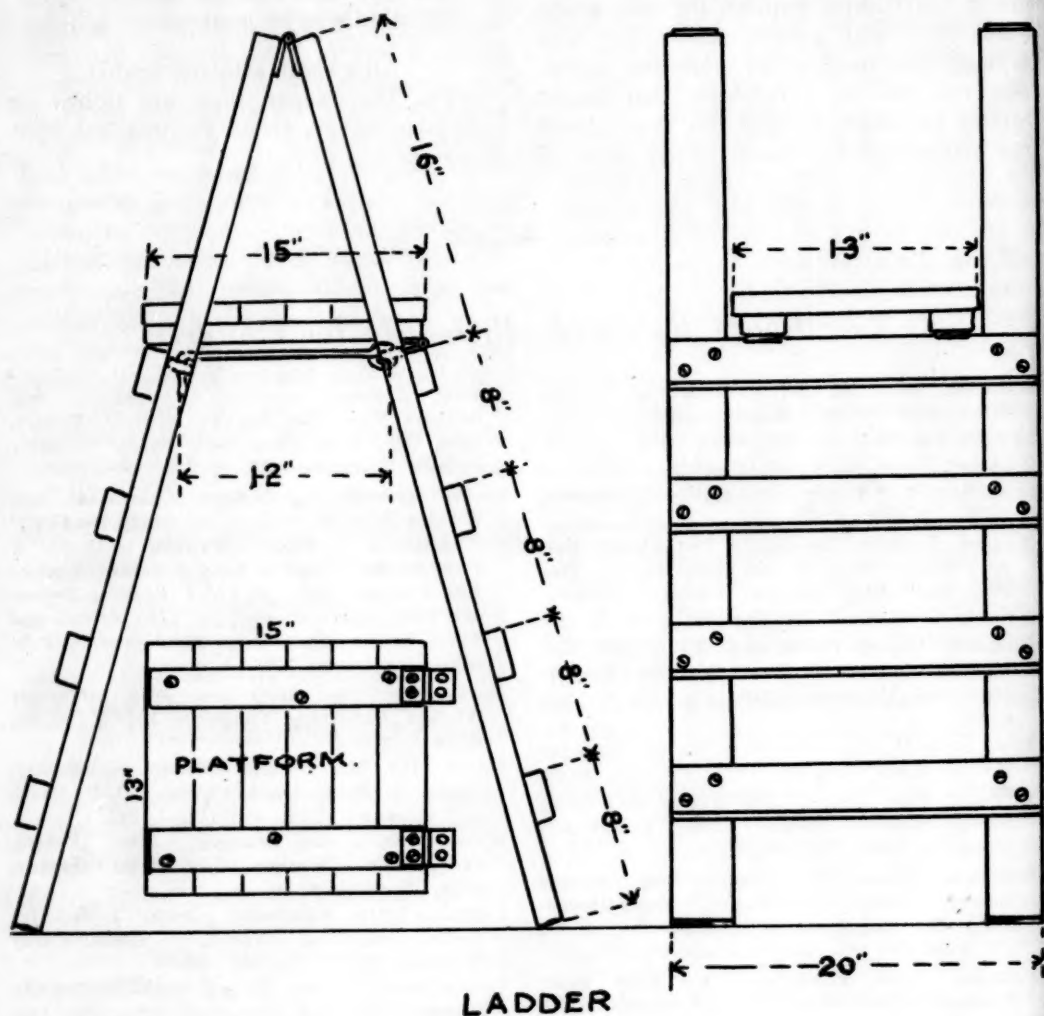
"Yes, Dr. Cooper, those are things we have come to talk about, for they are what we are trying to do!"

New Books Received—Primarily for Children

- Aldredge, Edna M., and McKee, Jessie Fulton. *Wags and Woofie*. Boston: Ginn and Co., 1928. Pp. VIII + 112. \$0.64.
- Ambrose, Sister Mary. *Drill and Book Work in Arithmetic*. Chicago: Beckley-Cardy Company, 1928. Pp. 107. \$0.60.
- Andrew, Kathleen Beardsley; Prall, Doyle Borden; Bestor, Daisy A. and Hall, May A. *Tiny Tail and Other Stories*. Chicago: Beckley-Cardy Company, 1929. Pp. 128. \$0.70.
- Barnard, Eunice Fuller and Tall, Lida Lee. *How the Old World Found the New*. Boston: Ginn and Company, 1929. Pp. III + 251. \$0.96.
- Best, Susie M. *Steer for New Shores*. Chicago: Beckley-Cardy Company, 1929. Pp. 215. \$0.90.
- Blaisdell, Etta Austin. *The Rhyme and Story Second Reader*. Boston: Little, Brown and Company, 1929. Pp. 208.
- Bolenious, Emma Miller and Kellogg, Marion George. *Mother Goose Book*. Boston: Houghton-Mifflin Company, 1929. Pp. 128. \$0.68. (A work and play book for silent reading.)
- Coleman, Bessie Blackstone. *My First Book*. Chicago: Silver, Burdett and Company, 1927. Pp. 30.
- Cordts, Anna Dorothea. *The New Path to Reading. Teachers' Edition of Primer*; pp. 148 and 172. *The World Method of Teaching Phonetics*. Boston: Ginn and Company, 1929. Pp. 328.
- Courtesy Posters to Color*. Chicago: Beckley-Cardy Company. Set No. 562. \$0.25.
- Dressel, Herman, Veverka, M. Madilene and Robbins, May. *The Laidlaw Readers: Primer, Book One, Book Two, Book Three*. Chicago: Laidlaw Brothers, 1928.
- Geeks, Mathilde C.; Skinner, Charles E. and Withers, John W. "Story and Study Readers." *Playfellows, A Primer; Friends to Make, A First Reader; Trips to Take, A Second Reader; The Treasure Box, A Third Reader; Primer and First Grade Manual*, pp. 219; *Second and Third Reader Manual*, pp. 258. Johnson Publishing Company, 1928.
- Hardy, Marjorie. *Sally and Billy*. Chicago: Wheeler Publishing Company, 1928. Pp. 48. \$0.24.
- Hayes, Ina M.; Gibson, Charles S.; Bodley, George R. *Numberland*. Chicago: D. C. Heath and Company, 1928. Pp. III + 282.
- Klenova, Varia and Lamprey, Louise. *Natalia and Nikolai*. Chicago: World Book Company, 1928. Pp. 176. \$1.00.
- Lawson, Edith Wilhelmina. *Better Living for Little Americans*. Chicago: Beckley-Cardy Company, 1928. Pp. 160. \$0.70.
- Lynch, Maude Dutton. *Billy Gene and His Friends*. Boston: Ginn and Company, 1929. Pp. 127. \$0.68.
- Moulton, Nathalie Forbes. *Adventures in Health*. Boston: Little, Brown and Company, 1929. Pp. X + 140. \$0.70.
- Moulton, Nathalie Forbes. *Buddie and Blossom*. Boston: Little, Brown and Company, 1929. Pp. X + 140. \$1.00.

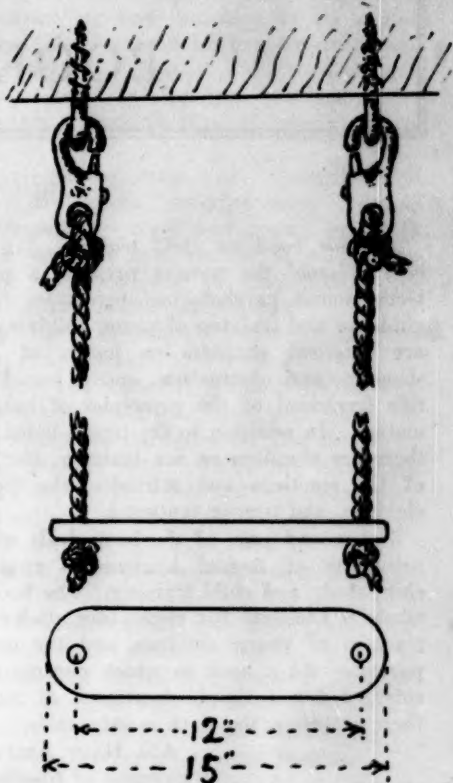
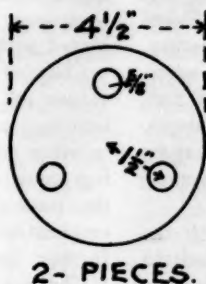
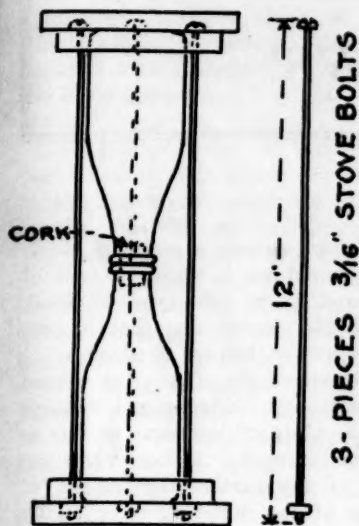
(To be continued)

THE LABORATORY SECTION



MATERIAL USED:

- 40 feet of wood $2\frac{1}{2}$ inches by $\frac{3}{4}$ inch.
- 4 hinges—2 inches wide.
- 2 hooks—12 inches long.
- 2 screw eyes to fit hooks.
- 4 stove bolts 2 inches long to use instead of screws on the top rung that holds the hinged platform.

**MATERIAL USED:**

2 small bottles.
Wood for circles about $\frac{1}{2}$ inch thick.
3 $\frac{3}{16}$ -inch stove bolts 12 inches long.
1 cork with hole burned through the center.
Round grained sand to partly fill one bottle.
The stove bolts can be obtained from a stove repair shop.
The hole in the cork is burned through with a red hot wire.

The center hole in the smaller pieces of wood should be cut to fit the bottles and the three small holes to fit the stove bolts.

The three holes in the larger pieces of wood are made large enough to act as a countersink for the ends of the bolts.

The two pieces of wood are nailed together with holes corresponding.

The children use this hour-glass for timing their turns in the swing and other activities. It is well to adjust it so it will run about a minute and a half.

SWING**MATERIAL USED:**

1 board 15 inches by 4 inches by $\frac{3}{4}$ inch.
14 feet heavy window cord.
2 large screw eyes.
2 large snap hooks.

The screw eyes should be placed in the lintel of the doorway about twelve inches apart. Window cord is better than hemp rope as it does not splinter.

These diagrams were designed and executed by Edwina Fallis of Denver, Colorado.

A photograph showing the ladder, the swing and the hour-glass in use, appeared in last February's number of CHILDHOOD EDUCATION.

BOOK REVIEWS

Editor, ALICE TEMPLE

Another book on child training. In a recent volume¹ the writers present in popular terms sound psychological principles for the guidance and training of young children. There are excellent chapters on habits of eating, sleeping, and elimination, and a sound scientific treatment of the principles of habit formation. In addition to the topics listed above, there are chapters on sex training, the nature of the emotions and attitudes, the fears of children, and temper tantrums.

The second part of the book deals with the principles of mental hygiene as applied to child study and child training. The book as a whole is excellent for elementary students, for teachers of young children, and for educated parents. As a book to which parents can be referred for a simple treatment of many of their problems, the work is invaluable.

ADA HART ARLITT,
University of Cincinnati.

A new discussion of blocks and block building. Into the gap in the educational library where we have looked for help in the use of constructive material has come the book on block building by Margaret A. Trace.² It is a number of years since the educational possibility of this material has been presented in such detail and this book demonstrating the newer methods of use, and emphasizing the need of a knowledge of the technique of good building, comes as a timely contribution to help mothers in the home, teachers in the classroom and students in training.

The first three chapters discuss the place of blocks in the play equipment of home and school, standards for the selection of types of blocks and the assortment suitable for children of different ages.

Miss Trace in her work as supervisor of kindergartens in the public schools of Cleveland, Ohio, felt the need of a large size and varied type of building material with which the enlarged Froebelian blocks could be used. As the result of long experimentation with the

co-operation of her teachers, a series of blocks was developed based on a standard unit of measurement, and it is this type of block equipment with its varied uses that is presented with a wealth of helpful illustration.

Chapter 4 gives methods of use, the related values of experimental, directed and creative building, and the place of technique in this as in other constructive work. A thorough working knowledge on the part of the teacher, of the possibilities of the material, is especially emphasized that she may carry the child farther than he could go unaided.

The next ten chapters give the development of method in detail. Experimental and creative building are discussed, with directed use as a means of showing the many possibilities of various sizes and shapes, to insure an ever increasing interest and improvement in construction. The value of training in thorough workmanship as a means of inspiring children to achieve higher standards is well brought out.

Chapter 15 shows the extended possibilities of the blocks when used by students and teachers.

Chapter 17 gives points to be kept in mind in supervising block play, objectives for a year's work and the relation of block building to other curricular activities.

As a whole the book gives a thorough presentation of the developing educational possibilities in the use of block equipment.

GRACE L. BROWN,
Indianapolis Free Kindergarten Society.

A New Volume of the Series on Childhood Education. Readers of the earlier books of this series, edited by Professor Patty S. Hill, will welcome the latest addition to it, "Music for Young Children."³ The author, both a

¹William E. Blatz and Helen Bott. *Parents and the Preschool Child.* New York: William Morrow and Company. 1929. Pp. 340.

²Margaret A. Trace. *Block Building—A Practical Guide for Mothers and Teachers.* Springfield, Mass.: Milton Bradley Company. 1928. Pp. XIII+224. \$3.50.

³Alice G. Thorn. *Music for Young Children.* New York: Charles Scribner's Sons. 1929. Pp. XV+158.

classroom teacher and a trained musician, has specialized in music education for beginners. This book is the outcome of several years of experience in directing the work in music in the kindergarten and first grade of the Horace Mann School.

Miss Thorn discusses four types of music participation appropriate for children: namely, singing, rhythmic activity plays, the use of musical instruments, and listening to music. The body of the chapter on singing is devoted to practical and helpful suggestions concerning the teaching of singing. The section given to meeting the needs of individual children is especially valuable. It includes such topics as investigating children's previous musical experiences, discovering the singing ability of each child, helping the non-singer, etc. The chapter closes with a classified list of songs, with their sources, which the author has selected because of their simplicity and interest to little children.

In the chapter on rhythmic activity, considerable attention is given to the values of rhythmic experiences. These the author summarizes in terms of the aims of rhythmic education as follows:

- (1) To foster the child's interest in rhythmic activity.
- (2) To give children an opportunity for the development of motor controls through intelligently planned rhythmic activities.
- (3) To help children to the realization that rhythmic activity plays are a satisfactory form of creative self-expression.
- (4) To provide, through rhythmic plays, the necessary basis for later music study and also for the study of poetry.
- (5) To provide for the development of necessary social habits through participation in group experiences.

A valuable part of this chapter is that which deals with standards for selecting music to accompany or to stimulate rhythmic activities. "Is it sincere and truthful? Does it express the mood aroused by the title? Is the melody fresh and interesting, not hackneyed and mediocre? Does the harmonic structure show a skillful use of chord material? Is there a proper balance or relation of parts in the music? Is it rhythmic yet not over-stimulating?" A number of selections are given suitable for use at different stages in the child's development or for different types of rhythmic play.

Probably most readers of this volume will be especially interested in Chapter IV, "The

Use of Musical Instruments." The contents of this chapter are best indicated by its section headings: Development of Interest in Sound Experimentation, Value of Using Instruments, The Selection of Instruments, The Use of Instruments and Making Musical Instruments in School.

A final chapter deals with "Concerts" and "Musical Excursions," offering many practical suggestions as to ways and means by which children may get a maximum of value from listening to others sing or play musical instruments, and to the phonograph. A list of some of the best records for use with little children is appended.

The brief reference list of books and articles concerned with music education, with which the volume closes, is indicative of the dearth of material in this field. There are but eight books on the list, the other six references being journal articles or single chapters from books on other subjects.

Miss Thorn has presented simply and clearly a body of material concerning the music education of kindergarten and first grade children which will doubtless find a place in teacher-training classes and teachers' libraries. One need not agree with all of it, while finding much of it very suggestive and helpful.

ALICE TEMPLE,
The University of Chicago.

Recording child development. A number of different books for keeping records of interesting and significant items of the baby's growth and development have been published from time to time. The latest of these¹ is different from and superior to its predecessors in several respects. In the first place it is the work of two well known authorities in the field of child development, both of the Institute of Child Welfare of the University of Minnesota. Dr. Anderson is Director of the Institute and Dr. Goodenough is Research Associate Professor on its staff. Again this volume, unlike earlier ones of its kind, is planned for recording the progress of the child from birth to the sixteenth year instead of for the shorter period of early childhood. And finally, this book will "in addition to giving the parent an opportunity for recording facts of human interest, . . . enable him to keep a record of the phases of development which are important both from the scientific viewpoint and from

¹John E. Anderson and Florence L. Goodenough. *The Modern Baby Book and Child Development Record*. New York: The Parents' Magazine and W. W. Norton and Company. 1929. Pp. XI + 398. \$5.00.

the practical viewpoint of modifying and directing conduct. . . . This is to be done through appropriate forms and suggestions which utilize the methods developed by scientific workers during the last two decades."

The first section of the volume contains a brief sketch of the development of the normal child from birth to adolescence—his physical, motor, language, intellectual and personality, and character development, concluding with a few pages on characteristic activities and interests. Section II gives the parent advice concerning record keeping. In Section III are to be recorded data concerning the child's parents and grandparents, relatives of father and mother, and family record of births and deaths. Section IV provides space for recording important facts about the child's birth, and Section V is devoted to his health record, including charts for the regular recording of height and weight, and spaces for recording tooth eruption, dental examinations, preventive measures, diseases, operations, accidents, physical examinations, and eating habits.

The rest of the volume, over three-fourths of its contents, is devoted to developmental records. The authors have organized this long section to provide for three commonly used but different methods of record keeping. The plans for these are described by the authors themselves as follows: "Within each age period there will be found, first, space for a biographical record which enables the parent to keep account in his own language of events and behavior as observed. During the first year this running record is divided into weekly sections; for the next five years, into monthly sections. Thereafter space is provided for any notations the parent wishes to make each year. In order to guide the mother in making her observations, a brief account of the significant facts in development commonly occurring during the age period under consideration precedes each running record. . . .

"At the end of each age period, forms are provided for an inventory or cross-section of the individual's development and behavior. These inventories are to be made at the ages of three, six, nine, twelve and eighteen months, and at every yearly birthday thereafter. The importance of making such a periodic check-up cannot be over-emphasized, since it gives a picture of the child under rather controlled conditions and makes possible comparisons from year to year. . . .

"The inventories are divided into sections labelled *Physical Condition, Sensory Development, Motor Development, Language Development, Intellectual Development and School Progress, Self Help and Personal Responsibility, and Interests and Activities*. It is possible by following any one of these sections through from year to year to obtain advantages inherent in a longitudinal section. It must, however, be recognized that the child is a single organism, functioning as a unit. Any division which is made, therefore, is in large part arbitrary." (Pp. 70 and 71.)

The book closes with a carefully selected bibliography of 28 titles for those who wish further information concerning developmental standards. The volume is attractively printed, illustrated and bound. It is put up in a box which contains a file for keeping photographs, letters, drawings, etc., as a part of the child's record.

Any intelligent parent who wishes to keep a relatively complete and really valuable record of his child's development, will find it possible to do so through the guidance which this book affords, and the material has been so organized as to make the task of recording as simple as possible. Teachers may recommend the book to the parents of their children without reservations.

ALICE TEMPLE,
University of Chicago.

New Books Received—Primarily for Parents

Cleveland, Elizabeth. *If Parents Only Knew*. A message from teachers to parents, telling what the modern school is doing for the child and how the home can help. New York: Children, The Parents Magazine and W. W. Norton and Company. Pp. 153. \$1.75.

Groves, Ernest R. and Groves, Gladys Hoagland. *Parents and Children*. Philadelphia and London: J. B. Lippincott Company, 1928. Pp. IX + 196. \$2.00.

Gruenberg, Sidonie Matsner. *Your Child Today and Tomorrow*. Some practical counsel for parents. Third Edition Revised and Reset. Philadelphia and London: J. B. Lippincott Company, 1928. Pp. 255. \$2.50.

Mason, Martha Sprague, Editor. *Parents and Teachers*. A survey of organized cooperation of Home, School and Community. Prepared under the auspices of the National Congress of Parents and Teachers. Boston: Ginn and Company, 1928. Pp. XV + 317. \$2.00.

AMONG THE MAGAZINES

Editor, ELLA RUTH BOYCE

The PLATOON SCHOOL in its Summer School Number publishes an article on school libraries under the title *Cultivating the Reading Habit*, written by Elizabeth Riddell White of Long Beach, California. It is particularly appropriate that this journal, devoted to the platoon type of school organization, should feature the library since it is so important a part of a platoon school. The article lists the ideal conditions for library work under six heads—first, an understanding superintendent; next, a sympathetic principal; third, a trained librarian; fourth, an adequate book collection; next, an attractive library room, and last, an understanding and cooperative staff of teachers. Two experiments are described—"one, an endeavor to solve individual differences in reading and the other, to eliminate duplication and added expense in the teaching of reading by substituting library reading for class instruction in the sixth grade." The experiments are described and the resultant conclusions given. The report recognizes that so far there has been measured only the technical side of reading, but work is being done also on measuring the growth "of the appreciative side" so that some results may be hoped for soon. The writer hopes "that in the meantime, those who have not a keen appreciation for the non-technical side will be content to leave it to those who have."

The NEW ERA devotes its July issue to the question of *The Changing Discipline in Home and School*. The question is so well and thoroughly discussed that the entire issue is one which all those who deal with children should read. There are articles on the theoretical side of discipline, a number of case studies, showing good and bad methods and their effects, and a table showing the standing of corporal punishment in various countries. In the editorial pages, the new discipline is thus defined: "The general philosophic conception of the new education is that in every child are potentialities which

build up the total moral quotient with which he is endowed at birth. There are potentialities for good and for evil, and the functions of the environment should be to redirect the evil and to stimulate the good. . . . There can be no Median law to simplify the task of parent and teacher. Each child needs individual treatment, and every day may demand a readjustment of that treatment according to the reactions of the child himself." J. C. Hill, M.Sc., lecturer in education at King's College, London, contributes some very interesting accounts of individual children, writing under the title *The First Five Years*. He says: "We do not attach sufficient importance to the fact that the young child has an unusual capacity for perceiving analogies. . . . Psychologists are agreed that this is the power which is the characteristic of genius." The writer believes "that in the average home of the present day, neither freedom nor the right kind of discipline can be given to the child, and that as a result of this, children are more or less mentally damaged even before the age of five." He goes into considerable detail in explaining why he feels that children need some better environment than the average home: "To look after twenty children is a job worth doing. To look after one or two is tiresome." He believes that early nagging engenders in most of us bad temper which results in much adult unhappiness and many of the tendencies which lead to crime and to wars. Dr. Watson and he would be in agreement on some points at least and we wonder if the pacifist may not turn to the promotion of nursery schools and kindergartens as instruments of peace. Dr. Alice Hutchinson presents under the title *The Nature and Use of Fear*, a discussion on the positive side of fear. She presents its constructive side with this conclusion: "The difficult task which faces us in that of teaching the child to use the instinct of fright wisely and well. . . . It is essential to instill protective fear." Dr. Frank H. Richardson of

Tufts Medical College, writing on Discipline and the Parent-Child Relationship, makes this interesting and challenging conclusion: "There is always a safer and more constructive way than punishments. What shall we do instead? That is a long story and can hardly be gone into here. If, however, the parent who is constantly and deeply obsessed with the problem of how to punish, when to punish, how hard and how often to punish, etc., could once get his mind away from this whole matter, and could think of his child as a fellow social being whose interest is to be won with effort, rather than as a criminal whose life is to be a succession of scores evened up and balanced against punishments applied, he will get an entirely new vision of the potentialities inherent in the parent-child relationship which will so far exceed what he has ever had before, that the happiness of winning what he thought he could compel will seem well worth the price of the necessary effort." What he says of the parent-child relationship is equally applicable to the teacher-child relationship. The summary of a study of corporal punishment in different countries shows that of 43 countries reporting in eleven, plus four doubtful, it is illegal and not practiced; in 9, including the United States, it is legal and practiced; and in three it is practiced, not mentioned legally. Ten prominent authors and psychologists join in a symposium of case studies called *Wrong and Right Discipline Psychologically Examined*. These concrete illustrations are extremely interesting and reading them will undoubtedly be illuminating, since they show cause and effect in child training with unmistakable clearness. Another practical treatment of punishment is the reprinting from D. Carleton Washburne's *Better Schools*, of the *Partial Outline for the Study of Undesirable Conduct*. A list of nine items of "Undesirable Conduct" is printed and for each the Possible Cause, Casual Conditions, Possible Remedies and Aggravative Treatment are given. To study acts which are usually considered naughty under these several topics can be productive of nothing but good results, but one wishes that there were added also the question, Why is this conduct undesirable?

Under its new and appropriate name, *THE PARENTS' MAGAZINE*, there is in the

August issue a pertinent discussion on *Does Behavior Depend on Health?* The author is Zilpha Carruthers Franklin, and the fundamental premise is that it is safe to say "that in very many cases of misbehaviour there is some underlying physical cause." It is recognized that so much emphasis has been put upon this explanation of wrongdoing that it has become rather a joke: "Johnny comes up in court for stealing bananas and is sentenced to have his tonsils out." There is also danger in allowing a child to use ill health as an alibi—"a sore thumb" may make a fine excuse for quite unrelated behavior. But the ideal is given as follows: "First, health largely determines the factors of interest and endurance; second, interest and endurance largely determine efficiency; third, efficiency during youth in studies and games, and in maturity in the more serious tasks of life, largely determines happiness; fourth, happiness largely determines disposition and attitude." The article concludes with emphasis upon the whole child: "Thoughts and acts, ideals and character, all have certain of their roots deep within the human body."

GOOD HOUSEKEEPING, in its July issue, prints an article by Elizabeth Frazer called *Give the Juvenile Courts a Chance*. This is an answer to the numerous objections made by those who look upon the policy of juvenile courts as soft and sentimental. She discusses the many difficulties and dangers in this problem—particularly the danger of inefficient and untrained workers. She believes that the scientific methods which are well known if properly applied will completely revolutionize human life. "Let us take care of our children before they become criminals, and the adults will take care of themselves. Every child who commits an act that brings him into contact with the law should have such diagnosis and treatment as will prevent his ever becoming a menace to the state. There can be no solution of the problems of delinquency and crime until this course is generally adopted." There is rather full discussion of the problem of expense which points out the interesting fact that we are able to afford the things we really desire—such as automobiles and good roads to go with them.

News and Notes

A complete report of the work covered in the four discussion groups of the Department of Kindergarten-Primary Education of the National Education Association convention held in Atlanta last July, is available. Published under the title "An Activity Curriculum at Work" the report may be procured from the Association's headquarters, 1201 16th Street, Washington, D. C.

A non-commercial film estimate service which will select from current motion pictures those suitable for children has been organized. Further information can be obtained from the National Film Service, 5 South Wabash Avenue, Chicago, Ill.

Miss Elga Shearer, president of the California Kindergarten Association, announces two new publications:

Nursery Schools in California, 20 cents

First Grade Readiness and Retardation..... 40 cents

These may be secured from Miss Edna L. Wright, 4217 Terrace Street, Oakland, California.

"You Can Make It" is the first of a series of bulletins issued by the subcommittee on Uses for Second-hand Boxes and Old Pieces of Lumber of the National Committee on Wood Utilization. The bulletin can be secured for 10 cents from the

Government Printing Office, Washington, D. C.

Walter Damrosch's second season of radio concerts for children is scheduled to open October 11, under the auspices of the National Broadcasting Company. Series A, consisting of 12 concerts for Third and Fourth Grade Children, will be given on Friday mornings.

New Social Studies Courses of Study have been received from San Francisco, California, and Ann Arbor, Michigan.

The Procter Gamble Company are issuing a New Project on Cleanliness Crusade. It has been prepared under the direction of Dr. F. G. Bonser of Teachers' College, Columbia University.

A booklet giving the details of the Children's Fair sponsored by and to be held at the American Museum of Natural History, October 11-17, may be secured from Mr. L. W. Hutchins, Director, at the American Institute, 250 West 57th Street, New York City..

Payment of pledges for the underwriting fund of CHILDHOOD EDUCATION is reported by our treasurer, Charlotte Pope. Notice of all funds received and of ways in which organizations are raising money for their pledges will be given in the October magazine.

Harriet Melissa Mills

One of the outstanding names in the circle of Kindergarten Education for many years has been that of Harriet Melissa Mills. It will be a matter of deep regret to those who have known Miss Mills to hear that she passed on at her home in New York City on July 23.

For many years Miss Mills' Training School has been affiliated with New York University, and the work there will undoubtedly progress due to the splendid impetus she has given it.

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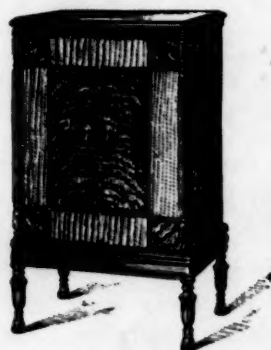
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